

Confronting College Student Drinking: A Campus Case Study

Manuel A. Esteban and Walt Schafer

California State University, Chico

Abstract

California State University, Chico is a mid-sized, comprehensive public university with a bright history. This campus has a long and proud legacy of academic quality and notable accomplishments by faculty and students. This positive history, however, has been clouded by a darker story. At the center of this shadow side is student alcohol abuse and the school's reputation as a "party school." To be sure, this "party school" story has been embellished by mass media and hand-me-down tales of drinking bravado. Still, student drinking has long been a challenge for campus leaders at CSU, Chico, constantly threatening the quality of academic life, as well as student health and safety. This report describes the history of the student alcohol issue at CSU, Chico and of campus efforts to prevent alcohol abuse. After placing this campus' experience in a national context, we trace the origins and course of the "party school" legacy at CSU, Chico from the 1920s onward. We then describe the beginnings of prevention efforts in focused prevention efforts after the infamous Pioneer Days riot of 1987. Recent data on student drinking are presented, based on questionnaires and breath-testing surveys. We then describe how the campus has sought to broaden and intensify its prevention efforts within a social ecology framework. These steps have focused on shaping conditions in the campus and community likely to influence students' choices about drinking. Longitudinal data are then presented to address whether these efforts have made a difference. Lessons are drawn, and recommendations are offered other college campuses for preventing student alcohol abuse. These recommendations assume that student alcohol abuse is a multi-causal problem, the result of a host of influences, including societal context, family background, attitudes and values, community context, and curricular and co-curricular factors on the campus. Therefore, prevention programs must be comprehensive, focusing both on students' own attitudes and on environmental influences within the institution's control in the community and campus. The social ecology framework with its focus on the individual and on environmental management is very useful for guiding such efforts.

© 2005 Californian Journal of Health Promotion. All rights reserved.

Keywords: alcohol, substance abuse, student health, college health

Introduction

California State University has a long and proud history, a history, however, that has been clouded by a tradition of drinking on the part of students. Over the years and under different administrations efforts have been made to eradicate the problem of excessive student drinking.

In recent years, however, the entire campus community has been moved to do more. This collective commitment — stirred in part by the tragic, alcohol-related deaths of several students between 1996 and 2000 — has emerged from a growing consensus among administrators,

faculty, staff, and student leaders at CSU, Chico that the educational and personal development of students — and their health and safety — would be better served if we could reduce the harmful influences of alcohol. This report describes the alcohol-abuse prevention efforts at CSU, Chico that have resulted.

We have written this report to illustrate how our campus has sought to implement a comprehensive, multi-targeted prevention strategy with an emphasis on environmental management. At the beginning, we did not know about this term. But you will see that the efforts

described in this report clearly followed this approach.

William DeJong and his colleagues (DeJong & Langford, 2002, p. 141) at the Higher Education Center for Alcohol and Other Drug Prevention have noted that colleges and universities historically have focused on changing attitudes and beliefs of individual students.

“Historically, institutions of higher education have focused on education and intervention strategies oriented to individual students. This approach has been ideologically driven. Alcoholism, problem drinking, and drug addiction are commonly viewed in the United States as problems that arise out of human weakness. The danger of alcohol and other drugs is recognized, but those who develop problems are thought either to have brought it on themselves or to have been unlucky in their genetic inheritance. This view is consonant with a U.S. ideology that values individualism and self-determination.

Typical campus prevention efforts include general awareness programs during freshman orientation, awareness weeks and other special events, and peer education programs. Faculty at some schools have begun to incorporate AOD-related (alcohol and other drugs) lessons into their courses, a process known as “curriculum infusion.” All of these programs are based on the premise that AOD problems on campus result from the ignorance of individual students about local, state, and federal laws and the dangers of AOD use. Evaluations of college-based educational programs are rare, but work in other school-based settings suggests that, while these types of educational strategies are necessary, they are insufficient by themselves.”

By contrast, the environmental management approach seeks to change not just attitudes and beliefs of individual students, and not just interpersonal influences but factors in the campus and community environments affecting student decisions about alcohol use and abuse.

Increasingly, underage and heavy drinking are seen by prevention experts as a matter of public health as well as educational quality and campus safety. Given what we know about the harm created by underage and heavy drinking, a public health perspective is indeed appropriate.

In recent years, prevention efforts in public health, whether focused on HIV/AIDS, hepatitis, teenage pregnancy, alcoholism, maternal health, obesity — or college student drinking — have been guided by a social ecology framework. This approach assumes that any health-related behavior is influenced at several levels: individual (intrapersonal), group (interpersonal), institutional (organizational), community, and public policies (Stokols, 1996; DeJong & Langford, 2002). The approach leads campus and community leaders to identify key problems at each level and solutions for dealing with those problems (“strategic objectives” is the term used by DeJong & Langford, 2002). These solutions are intended to influence students directly or indirectly toward responsible and healthy alcohol decisions. The intended outcomes are reductions in underage drinking, in heavy drinking, and in chronic consumption that negatively influences the education, personal development, health, and safety of students.

The social ecology framework also assumes these levels of influence are inter-related. What is needed, then, is a comprehensive, multi-layered, multi-targeted, integrated approach that focuses on individual students’ knowledge, beliefs, and attitudes related to alcohol and on conditions in the campus and community that influence students’ drinking behavior. Prevention approaches must be both individual-focused and environmental-focused.

DeJong and Langford (2002, p. 143) have identified several targets of intervention that focus on both these levels:

- Changing knowledge, attitudes, and behavioral intentions related to drinking (individual-focused strategy)
- Eliminating or modifying environmental factors contributing to underage or heavy

drinking (environmental management strategy)

- Non-alcoholic options in campus and community
- Health-promoting norms in social, academic, and residential environments
- Restrict on- and off-campus marketing of alcoholic beverages
- Limit alcohol availability on- and off-campus
- Develop and enforce campus policies and local, state, and federal laws
- Reducing short-term harm from alcohol consumption
- Treating students who show evidence of problem drinking, including addiction.

This is the comprehensive approach we have sought to implement at CSU, Chico, with particular emphasis on environmental management. In sections that follow, we describe environmental-management recommendations and plans that were developed in recent years. Some of our prevention plans have been fully implemented with positive results. Others have been less successful. This is the story of both. We hope that what we have learned will be useful to other campuses. So we end the report with a section on lessons learned and advice to other campuses.

The report is written by recently-retired CSU, Chico President Manuel A. Esteban, who led these prevention efforts during his tenure (1993-2003), and by Walt Schafer, a recently-retired faculty member who worked closely with President Esteban as Assistant to the President on Alcohol Issues (2000-2003) and as Project Director of an alcohol prevention project funded by the U. S. Department of Education (2001-2003). Schafer's involvement extends further back as a member of a campus-wide alcohol task force appointed by then-President Robin Wilson in response to a serious alcohol-influenced student riot in 1987.

This report is intended especially for college presidents and other administrative leaders in higher education. Others, too, will find it useful:

- college student services professionals, especially in the field of alcohol abuse prevention;
- students who want to know more about alcohol abuse prevention for their own awareness, professional preparation, or student leadership work;
- academic scholars studying the college student alcohol problem and campus responses to it;
- parents;
- local community leaders;
- public policy-makers.

CSU, Chico's alcohol issues and challenges are not unique. College student drinking is a major national problem — one with origins in teenage drinking, long before first-year students arrive on campus. We now examine this national context.

College Student Drinking: A Nation Wide Challenge

Is the typical United State college student a heavy drinker? The answer is no. Several national surveys document that heavy consumption is not typical of the majority of students. According to the Harvard School of Public Health College Alcohol Study, the NIAAA Monitoring the Future Survey, the Core Alcohol and Other Drug Survey and the National College Health Assessment, most college students are not heavy drinkers — in fact the majority drink moderately or not at all.

But there is more to the story. Although the majority are not problem drinkers, a minority of students tend to drink most of the alcohol consumed by students in any given week. Most are drinking some and some are drinking way too much (Johannessen, 2003, p. 4).

Despite evidence that most students drink responsibly most of the time, recent alcohol-related deaths of students at a number of campuses have heightened awareness of the seriousness of heavy college-age drinking as a national problem. Nationwide studies by Wechsler and colleagues (1994, 1998, 2000, 2002) indicate that nearly half (41% - 47%) of college students report drinking five or more

drinks at a sitting at least once during the past two weeks. While Wechsler's recent study (Wechsler, Lee and Kuo, 2002) suggests a growing percentage of abstainers, a slight increase in the proportion of heavy drinking among college students was also reported.

It is clear that most college students who drink do not begin when they arrive on campus. In fact, one recent study found that the median age at which children begin drinking is 15.7 years old. One in four high school students were found to engage in episodic heavy drinking (5 or more drinks in a row at least once in last two weeks). Youth who drink before age 15 are four times more likely to develop alcohol dependence than those who begin at age 21. Underage drinkers are responsible for almost 20% of all alcohol consumed in the United States. (For references to these and other statistics, see <http://www.madd.org/stats>)

Alcohol use is not new on American college campuses. National surveys a quarter century ago (1974 and 1978) found substantial alcohol consumption by young people (Rachel, Maisto, Guess & Hubbard, 1981). Eight of ten college students in 1986 were found to have consumed alcohol within the last month (Johnston, O'Malley, & Bachman, 1988). Evidence from the Harvard School of Public Health College Alcohol Study suggests that total consumption and episodic heavy drinking have remained fairly unchanged throughout the past decade, although a slight increase in abstinence has been reported (Wechsler et al., 2002).

What concerns parents, professionals, and all who must deal with student drinking is not drinking itself, although it is a serious problem in and of itself and is illegal under age 21 in most states, but its consequences. The Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism reported in 2002, "The consequences of excessive and underage drinking affect virtually all college campuses, college communities, and college students, whether they choose to drink or not" (Task Force, 2002, p. 4).

Here are illustrative statistics revealing some of the harm to the personal, social, and educational development of college students in this country from alcohol.

Death: 1,400 college students between the ages of 18 and 24 die each year from alcohol related unintentional injuries, including motor vehicle crashes (Hingson, Hereen, Kakocs, Kopstein, & Wechsler, 2002).

Injury: 500,000 students between the ages of 18 and 24 are unintentionally injured under the influence of alcohol (Hingson et al., 2002).

Assault: More than 600,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking (Hingson et al., 2002).

Sexual Abuse: More than 70,000 students between the ages of 18 and 24 are victims of alcohol related sexual assault or date rape (Hingson et al., 2002).

Unsafe Sex: 400,000 students between the ages of 18 and 24 had unprotected sex and more than 100,000 students between the ages of 18 and 24 report having been too intoxicated to know if they consented to having sex (Hingson et al., 2002).

Academic Problems: About 25% of college students report academic consequences of their drinking including missing class, falling behind, doing poorly on exams or papers, and receiving lower grades overall (Engs, Diebold, & Hanson., 1996; Presley, Meilman, & Cashin, 1996; Presley, Meilman., Cashin, & Lyerla, 1996; Wechsler et al., 2002).

Health Problems/Suicide Attempts: More than 150,000 students develop an alcohol-related health problem (Hingson et al., 2002) and between 1.2 and 1.5 % of students indicate that they tried to commit suicide within the past year due to drinking or drug use (Presley et al., 1996a).

Drunk Driving: 2.1 million students between the ages of 18 and 24 drove under the influence of alcohol last year (Hingson et al., 2002).

Vandalism: About 11% of college student drinkers report that they have damaged property while under the influence of alcohol (Wechsler et al., 2002).

Property Damage: More than 25% of administrators from schools with relatively low drinking levels and over 50% from schools with high drinking levels say their campuses have a "moderate" or "major" problem with alcohol related property damage (Wechsler et al., 1995).

Police Involvement: About 5% of four-year college students are involved with the police or campus security as a result of their drinking (Wechsler et al., 2002) and an estimated 110,000 students between the ages of 18 and 24 are arrested for an alcohol related violation such as public drunkenness or driving under the influence (Hingson et al., 2002).

Alcohol Abuse and Dependence: 31% of college students met criteria for a diagnosis of alcohol abuse and 6% for a diagnosis of alcohol dependence in the past 12 months, according to questionnaire based self reports about their drinking (Knight, Wechsler, Juo, Seibring, Weitzman & Schuckit, 2002).

Greatest harm results from recurrent episodes of heavy drinking. This pattern of student drinking variously has been called "binge drinking," "high-risk drinking," "heavy drinking," and "episodic heavy drinking." Sometimes this is defined by experts as five or more drinks in a row. Other experts use five in a row for men and four in a row for women. Throughout this report we will use the term *episodic heavy drinking*.

Studies consistently show that episodic heavy drinkers experience far more serious negative consequences than others. They are more likely, for example, to report doing something they later regretted, missing class, forgetting where they are or what they did, doing poorly on a test, falling behind in schoolwork, engaging in

unplanned and unprotected sex, fighting, being injured or hurt, arguing with friends, and getting in trouble with campus and community authorities (Wechsler, 1994, 1998, 2000).

Like cigarette smoking, episodic heavy drinking has secondary effects. Thus, college students report widespread problems from other students' drinking. These include, for example, interrupted sleep and study, being insulted or humiliated, having to take care of an inebriated friend or roommate, having a serious quarrel, unwanted sexual advances, being sexually abused or raped, being physically assaulted, and having property damaged (Wechsler et al., 2002). These and other harmful consequences have been found to be highest at campuses with high rates of episodic heavy drinking (Wechsler et al., 1995).

Nationwide concern about college student alcohol abuse and its harmful consequences led the U. S. Department of Education to fund a national center for addressing the problem (Higher Education Center for Alcohol and Other Drug Prevention) and a national grant program to colleges for alcohol abuse prevention. The National Institutes of Health appointed a high-level Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism. The U. S. Surgeon General established a 50% reduction in episodic heavy drinking among college students by the year 2010 as a national "Healthy People" goal.

In short, most American college students began drinking in high school or before. Most drink responsibly most of the time while in college or don't drink at all. Yet the minority who do drink excessively – especially episodic heavy drinkers – create a host of problems for themselves and others that greatly concern parents, higher education leaders and faculty, and public policy makers.

In order to understand alcohol prevention efforts at California State University, Chico, it is important to know something about the campus itself.

The Setting: California State University, Chico

California State University, Chico is a comprehensive, regional campus that awards baccalaureate and masters degrees. The campus opened in 1889 as Chico State Normal School with 90 students and five faculty members. Over the years it evolved to become Chico Teachers College, Chico State College, and, in 1972, California State University, Chico. It is part of the 23-campus California State University system. The campus is located 90 miles north of Sacramento (174 miles northeast of San Francisco) at the eastern edge of the Sacramento Valley and at the base of the Sierra Nevada foothills. It is surrounded by the community of Chico, an agricultural, retail, health care, and educational regional center with approximately 100,000 residents.

CSU, Chico enrolls approximately 16,000 students whose average age is 24. Eighty-eight percent of the student body is made up of undergraduates. Although students come from 64 nations, 47 states and one U.S. territory, 95% come from California. This is a residential campus with nearly all students living away from home. Approximately 2,400 live in campus residence halls, most others in apartment complexes and rental houses within one mile of campus. Living in these same student neighborhoods are several thousand students attending Chico's Butte Community College. This concentration of young people is a mixed blessing for the community. On one hand, students add considerably to the local economy. On the other hand, the dense student neighborhoods generate substantial rowdy behavior and illegal activity often fueled by alcohol.

Most students are white (65%). Hispanics (10%) are the next largest group, followed by Asians (4%), African Americans (2%) and American Indians and Pacific Islanders (1% each). Sixteen percent are other or unknown. More than half of students are female (54%). The average high school grade point average is 3.4, and the mean composite SAT score is 1060.

Baccalaureate degrees are given through 68 departments or programs (liberal arts and professional), while masters degrees are given in 30 fields. Many other credentials and certificates are also offered. The campus offers a host of on-line programs and degrees to the northern California region it serves.

The campus recognizes more than 240 student organizations, including fraternities, sororities, and academic, special interest, social, and professional groups. It competes in a number of Division II varsity sports, as well as many club sports. It has an active Recreation Sports program, although facilities are limited, partly because the campus is land-bound in the midst of Chico.

As noted earlier, CSU, Chico has a long history as a first-rate academic institution with a host of distinguished faculty, notable student achievements, many millions of dollars of grants and contracts, and widely respected academic programs. This is reflected in CSU, Chico being listed by *U.S. News and World Report* among the highest ranked western, public, master's universities during the past several years — sixth in 2000, fifth in 2001, tied for third in 2002, fourth in 2003, and third in 2004.

Unfortunately, the “party school” legacy has sometimes received more public attention than our academic reputation of excellence. One of our leadership challenges has been how best to counter this “party school” legacy, which sadly has persisted in public opinion and the media, despite progress we have made in addressing alcohol abuse and in building academic excellence. We now examine the origins of the “party school” legacy at CSU, Chico

The “Party School” Legacy at CSU, Chico

As CSU, Chico has sought in recent years to reduce underage and episodic heavy drinking, it has had to grapple with a major burden — its legacy as an alleged “party school.” This image has a long history, which remains problematic in several potential ways. One is discouraging some excellent students from ever applying here. Another is attracting some students to a campus believed to have a “drinking culture” — perhaps

not the type of student with strong academic interests. Once here, some students might be led to drink more because of their perception — misguided or not — that frequent or heavy drinking is what most students do here and is the best way to find friends and fit in.

CSU, Chico's reputation as a party school traces back over eight decades ago to campus-based alcohol-fueled celebration. To be sure, the reality of underage and heavy drinking has not always been pretty at CSU, Chico. However, media coverage over the years has not only perpetuated but has embellished and at times even stimulated alcohol misuse by students. This media embellishment in turn helped fuel word-of-mouth diffusion, also embellished with anecdotal stories, about CSU, Chico's alleged partying. The result of factual history, media embellishment, and word-of-mouth diffusion has been inheritance by the present generation of faculty, staff, and students of the unwanted and damaging "party school" reputation.

As noted, there has always been some basis in fact for the reputation. We now turn to the roots of the drinking tradition.

Pioneer Days had its origins eight decades ago as a campus celebration of the town's pioneer heritage. For many years, this annual, week long event was seen as a positive opportunity to strengthen town-gown relations and to heighten current students' awareness of Chico's illustrious Pioneer past. In 1919 the first Senior Day was held at Chico Normal School, as California State University, Chico was then called. In the mid-1920s, Senior Day evolved into Pioneer Day (later, Pioneer Days, still later Pioneer Week), partly influenced by the Days of '49 celebration 90 miles south in Sacramento.

As reported in the local daily newspaper at the time "The purpose of the [Senior Day] is to bring high school seniors here annually to afford them opportunity to inspect the excellent facilities of the institution" in hopes of increasing college enrollment (Chico Record, May 16, 1919, p. 5).

From early on, however, Pioneer Days had another, darker side. This duality was described as follows by Matthew Meyer, an anthropologist who studied the history of Pioneer Days.

"The Pioneer Day celebration would develop two 'faces.' One was a testament to the ingenuity, hard work, and perseverance attributed to the forefathers, the pioneers; this was the shining, public, 'day' face of Pioneer Days, and it was affirmed by nearly everyone until the 1960s, when the very project of the pioneers came under widespread criticism. The other face of Pioneer Days, half-hidden, was like a dirty little secret: in involved drunken debauchery and reckless neglect of safety, private property, and individual rights (not to mention school work). This second, 'night' face would plague Pioneer Days virtually from its beginning, and would, when it was discussed, earn at least the gentle admonishment of advocates of law and order. In the end, the two faces of Pioneer Days would turn out to be like two sides of a coin, and it would prove impossible to separate one from the other (Meyer, 2001, p. 28)."

Meyer also notes that as early as 1925, the CSU, Chico campus "...boasted a good deal of what would later be called "partying." Throughout the celebration, such benign activities as tug-o'-wars, prizes for costumes and beards, skits and plays, a parade, and evening dances attracted hundreds of local residents, as well as adults and high school students from throughout the northern Sacramento valley. Still, controversy about the role of alcohol in Pioneer Days became evident as early as the late 1920s. As Meyer notes, by 1929 "...the celebration would remain the same: an alcohol-aided recapitulation of the 'good old days' of freedom, adventure, and licentiousness. Accordingly, themes of wildness, sexuality, and the superiority of Euro American culture would become ingredient to Pioneer Day" (Meyer, 2001, p. 45). These days of annual "spring wildness" became "...a bona fide tradition at CSU, Chico, institutionalized for better or worse" by the late 1920s. Meyer points out that "From 1929 until 1987, Pioneer Day (or

-Week or -Days) would be held every year, through depression, war, and protest (Meyer, 2001, p. 45).

In writings about this early period, alcohol is increasingly mentioned as central to the CSU, Chico way of life, even through the Prohibition period. As Meyer notes, "Texts, including several poems, portray alcohol variously as a central aspect of CSU, Chico campus culture, a remedy brought at top speed to save the day, and highly regarded part of a romanticized, freer past" (Meyer, 2001, 52). It was noted by one campus historian that some fraternities used bathtubs to brew ales and beer during the 1930s (Meyer, 2001, p. 54).

The key role of mass media in perpetuating CSU, Chico's party school image traces back at least to the early 1940s, illustrated by this quote from (Meyer, 2001, p. 67).

"CSU, Chico had its dalliance with the national media in 1941, as the possibility of an unnamed magazine covering Pioneer Day came into view (Anonymous, 1941, p. 1). Whether this coverage was realized is unclear, but it seems doubtful, as no mention of its having happened could be found. In the future, however, the lure of publicity, be it good or bad, would prove irresistible. In the long run, CSU, Chico would not become known so much for its academic achievements as for the reputation conferred upon it, with the help of the national media, as a "party school" — largely because of the Pioneer Day celebration."

There is a certain irony in the growing publicity given to CSU, Chico. Pioneer Days was born and nourished in its early years partly to bring attention to the campus in the northern California counties it served in hopes of attracting students and ensuring campus growth. That same publicity came to haunt the campus as regional and national attention seemed increasingly to focus more on its party school image than its academic reputation.

The first known call for the abolition of Pioneer Days came in 1949, when a student wrote a

letter to the student newspaper calling for it to be abolished, due to a minority of students who "...can have a 'good time' only by drinking and horse-play (Meyer, 2001, p. 74).

The post-war period brought ever-widening publicity to Pioneer Days. Pioneer Days' "Little Nell," Sheriff, and outlaws appeared on national radio and television shows. Reporters from San Francisco, Sacramento and beyond covered the event, including sometimes-bawdy after-dark activities. CSU, Chico's reputation as a party school flourished and grew. The fact that the student newspaper, the Wildcat, asked students in 1963 whether they thought CSU, Chico was a party school indicates that image was around at that time. That there was some basis for this reputation is reflected in the fact that the number of students on academic probation had increased ten fold in seven years. The Dean of Students stated that "The greatest single factor of difficulty is in relation to drinking by minors" (Meyer, 2001, p. 92).

As noted, Pioneer Days had a dark side nearly from the beginning, much of it fueled by alcohol. This pattern of conduct continued even through the protest years of the 1960s and early 1970s when many students questioned some the core elements of the celebration, including violence and capriciousness toward women and underlying racism in stereotypical depictions of people of Chinese, Mexican, African, and Native American ancestry. As the student body grew to over 10,000 by the early 1970s, problems and controversies increased, exacerbated by tensions and divisions over the Vietnam War. A murder-rape in 1973 after a fraternity party added to the questioning of Pioneer Days' very essence. Still, the event continued, modified a bit over the years by various committees recommending changes that would preserve its positive elements while diminishing its negative features.

Among the top items on the agenda of incoming President Robin Wilson, newly arrived from his prior post as Associate Provost for Instruction at Ohio State University in 1980, was to deal with CSU, Chico's reputation as a party school. Even before he arrived, he stated to the *Orion*, the student newspaper, "This makes me think that

when there's a lot of partying going on, the educational curriculum might not be rigorous enough. If this proves to be the case, then my first effort will be to strengthen the curriculum. I want graduates to be proud of it when they say 'I'm a graduate of CSU, Chico'" (Meyer, 2001, p. 118). We will return to President Wilson's efforts to deal with Pioneer Days and the broader issue of alcohol abuse at CSU, Chico.

So it is clear that the party school image of CSU, Chico had its origins many decades ago. Events of the 1980s served to magnify this reputation. In spring 1985, following a Pioneers Day kickoff party at which a reported 6,000 people gathered for a street party near the campus, two students were killed in a drunk driving accident. One belonged to a CSU, Chico sorority. The student newspaper editorialized, "CSU, Chico's Pioneer Days have gained nationwide notoriety. Students need to decide what reputation best signifies their institution; one of academic excellence or rampant alcohol consumption" (Meyer, 2001, p. 125). Naturally, reports by local and state media served to advance the party school image of CSU, Chico, even as the school's academic stature continued to strengthen under President Wilson's leadership.

Pioneer Days witnessed a near-riot at an off-campus student housing complex in 1986 and growing tension between the Greek community (strong supporters of Pioneer Days) and President Wilson as he sought to find ways of reigning in the event without ending it completely. Press reports of these events and their aftermath reinforced the party school image of CSU, Chico.

Then in November 1986, the student newspaper reported that in its forthcoming January issue, *Playboy* would announce its "party school" rankings — with CSU, Chico ranked number one (Meyer, 2001, p.135). The campus previously had ranked number four in the magazine's 1976 "Action Chart." In response to the 1987 ranking, Meyer comments:

"Wayne Duvall, an actor and freelance writer who was listed as "compiler" of the survey results, spoke with Miller [editor of

the Chico State student newspaper] about the survey's methodology. "The quantitative part was where we called fraternities and papers at schools and asked, 'other than your own school, what school comes to mind as the number one party school?'" he told her. He said that he'd never heard of Chico State before, but that it was mentioned again and again as he polled schools across the country. Clearly Chico State had gotten a reputation around the nation, largely because of the Pioneer Day festivities (Meyer, 2001, p. 136)."

Playboy's ranking probably did more than everything else combined to reinforce and perpetuate CSU, Chico's party school image. "Number one" continued to be imbedded in popular culture for many years afterward, despite the campus' absence in many subsequent party school listings by the *Princeton Review* and others.

Other students and faculty thought the ranking was trivial and were critical of those who they believed took it too seriously. That the party school image did have damaging effects, at least for some students, is illustrated by the following:

"Dianne Kelley, a graduate of CSU, Chico, happened to visit her alma mater while this debate was raging. In a letter to the *Orion*, she told how she'd been encouraged by faculty at CSU, Chico to go beyond the nursing major she'd chosen, and had eventually earned a medical degree and been fairly successful. "On the other hand," she added, "I am obliged to admit that I was forced to defend my attending CSU, Chico by all my medical school interviewers. They seemed to think that a serious student would not choose to enroll at CSU, Chico (Meyer, 2001, p. 140)."

Not surprisingly, President Wilson and others were not happy about CSU, Chico's burgeoning party school image. He noted, "The problem is not whether we party or not. The problem is that the reputation of being the number one party school takes a slice off your diploma," as he encouraged campus Greek leaders to wage

media campaigns of their own to counter the image (Meyer, 2001, p. 136). In a letter to the student newspaper, a faculty member likened the party school image to “a low grade infection. It will not destroy us but we will never be totally healthy” (Meyer, p.140).

Spring 1987 brought another blow to CSU, Chico’s image. Pioneer Days exploded in a full-scale riot. Just after midnight, Saturday, April 25th, 2,000 or more students converged on a popular intersection a few blocks from campus in a neighborhood densely populated by students, to “celebrate” together on the first night of that year’s Pioneer Days. Police arrived, bottles were thrown, a bonfire was lit in the middle of the intersection, fights ensued, nearby businesses were broken into and vandalized, cars were damaged by young people jumping up and down on them. Some leapt through the bonfire to the cheers of the crowd. As news crews arrived and began filming (including MTV which had publicized this year’s Pioneer Days beforehand), people surrounded them, chanting, “We’re number one! We’re number one!” Police reinforcements arrived in riot gear with helicopters circling overhead. Things turned ugly as at least 37 people were arrested, many after resisting. Many revelers were outraged at what they regarded as heavy-handedness by authorities. About half the arrestees were university students (Meyer, 2001, p. 142). Interviews of university staff who were involved in this event reveal that MTV was a major player, not only in pre-publicizing the event but in urging students to take collective actions for the cameras that they otherwise might well not have taken.

The day after the riot, President Wilson issued the following statement. “Because any repetition of the disgraceful events of last night would be intolerable, effectively immediately, California State University, Chico will not participate in, facilitate, or in any way further support the celebration of Pioneer Days...” In this and subsequent statements, Wilson largely blamed “outsiders,” going to some length to praise Greeks and other student leaders for their efforts to prevent the “drunken rowdiness.”

The next year, 1988, saw creation of the short-lived Rancho Chico Days, started as an alliance between the Chico business community, which stood to profit from some form of spring celebration, and the Greek community, which did not want to let go of a large-scale spring “party.” After two years, this event too went down in flames following a smaller but equally ugly riot on the streets near campus.

Nevertheless, damage had been done to CSU, Chico’s image. Its party school reputation had been magnified as local, state, and national media replayed the riot scenes of the last Pioneer Days and Rancho Chico Days.

Although those two celebrations are now history, students and other youth of the community and the region found other “holidays” to continue to “celebrate.” TV and print media welcomed these sensational (inherently negative) stories about Chico and its university that confirmed and extended its “party school” reputation. One of these was St. Patrick’s Day. For many years, bars near campus neighborhoods opened as early as 6:00 AM on St. Patrick’s Day to welcome students and other youth to begin their day of drinking. A majority of students did not take the bait. Although we have no data to confirm directly this statement, we know that all the bars combined could not handle 12,000-16,000 in a single day. Still, many did, providing welcome footage for TV cameras and newspaper still-photographers. In recent years, the campus and community have cooperated to dramatically downsize the event, as will be reported later in this publication.

A second “holiday party” has been the Labor Day Sacramento River Float, just outside Chico. With school underway only one week, weather still on the hot side, and local off-sale alcohol retailers eager to market their beer, thousands of students have trekked with their inner tubes and flimsy rafts to the wide, slow-moving (but still highly dangerous) Sacramento River west of town to float some six miles downriver to a wide, gravel take-out spot. A mountain of debris usually has been left behind (some cleaned up by Greeks and other student groups). Dozens of tubers and rafters have been rescued by

volunteers and law enforcement agencies. Over the years, as word of this event has spread, again through media coverage and word-of-mouth through youth culture, the event has grown to where more than 20,000 have participated. Luckily, no drownings have occurred. However, CSU, Chico's "party school" has been extended, again partly through massive attendance by local, regional, and, sometimes, national media coverage. Again, our environmental management approach has succeeded during the past two years in downsizing the event and a campus-coalition has set further downsizing as a high priority in the immediate future.

The third "special event" has been Halloween. For many years, downtown Chico hosted a fun-filled evening in which hundreds of local residents and students congregated in downtown Chico (a few blocks from the CSU, Chico campus) to promenade for an hour or two or three past restaurants and bars with admiring observers who sometime held up cardboard-sign scores as revelers walked by. The evening was innocent and fun for many years. Then in the early 1990s, Halloween began to turn ugly, beginning with confrontations between youthful celebrants and Chico Police Department officers trying to keep streets open. Again, word spread that across California and beyond that Chico was the place to be on Halloween.

By the late 1990s, numbers had swelled many-fold. When the event attracted youth gangs motivated to use the large crowds as "cover" to turn on each other, the potential for violence and large-scale disturbance increased. The city decided in 1999 to try to contain the event by closing a number of streets in the downtown and student residence areas, and providing lots of flood lights and rest rooms in hopes that celebrants would be contained, observed, and controlled along these streets.

As it turned out, this arrangement essentially backfired with the result that youth in Chico and elsewhere perceived this as one big now-public party on the streets of Chico. The City Council, following extensive hearings, decided enough was enough, and that the event had to be "shut down." By then, however, Halloween had

become one more vehicle for perpetuation of CSU, Chico's "party school" reputation.

The Start of Prevention Efforts at CSU, Chico

After the Pioneer Days debacle of 1987, former CSU, Chico President Robin Wilson (1980-1993) determined that student drinking needed to be addressed. He decided that damage to the university's reputation was becoming so great and the academic mission of the university so compromised that new, bolder, more focused measures were needed. Alcohol abuse prevention became one of his top priorities.

The shape of President Wilson's prevention efforts soon became evident: 1) permanently canceling Pioneer Days after the 1987 riot; 2) taking stock of factors in the campus and community environment that might be contributing to student alcohol abuse and the drinking culture at CSU, Chico; and 3) initiating administrative decisions, along with campus and community processes, to modify as many of these influences as possible.

As we noted previously, the environmental management framework for campus alcohol abuse prevention had not yet been identified as such by prevention experts or college administrators. Yet it was clear that President's Wilson's approach was comprehensive and multi-targeted, a strategy that focused both on attitudes and actions of individual students and on campus and community conditions influencing student's drinking decisions.

As we describe prevention efforts at CSU, Chico, it is important to note that there was no discernable "start" and "end." Rather, our prevention efforts have been and continue to be very much a process. One step leads to another which in turn leads to yet another.

A useful marker to begin describing this ongoing prevention process is a letter in July 1989 from President Wilson to the Vice President for Student Affairs setting forth a number of potential action steps. After presenting this letter, we will describe comments from a campus-wide task force appointed by Wilson to

study the feasibility of his ideas. We then examine what was and was not implemented.

“Dear _____:

The Proceedings of the Surgeon General's Workshop on Drunk Driving are now at hand, and I believe they may afford us an apt occasion to further meliorate the effects of CSU, Chico's sad reputation as a bibulous institution.

Apart from alcohol's cost to our students in lost time and academic effort, its abuse has exacted from them their share in the annual record of 24,000 dead and 534,000 injured in alcohol related traffic accidents, a casualty rate far exceeding those of World War I, the Korean Conflict, or the American experience in Southeast Asia, and a toll no civilized nation ought long to tolerate. It may well be the leading cause of death in the age group most representative of our campus student population.

I believe it important, therefore, that we bend every effort to reduce the easy tolerance for alcohol abuse fostered by the advertisers of such products. I make no hypocritic call for prohibition or abstinence (which latter only tends to make the heart grow fonder anyway), and I believe our current campus alcohol policy is both reasonable and effective. What I do call for is a series of small steps designed to alter the atmosphere of chuckling indulgence for toxicity, the campus ambience which suggest that boozing is the center not the fringe of social activity, the juvenile notion frequently sexist in tenor that "it doesn't get any better than this.

Specifically, the Surgeon General's Panel of Experts advises us as follows:

VI. Recommendation Related to Advertising: Match the level of alcoholic beverage advertising with equivalent exposure for pro health and pro safety messages.

VII. Recommendation Relating to Marketing: Restrict certain types of advertising and marketing practices, especially those which reach underage youth. Accomplish this through voluntary restraints by alcoholic beverage producers and distributors, as well as by the media and entertainment industry.

IX. Recommendation Related to Education: Consider drinking and driving education an essential component of a comprehensive public health approach to reducing alcohol impaired driving and integrate it into all health promotion and risk reduction programs. Undertake educational intervention within worksites, the family and community, health care agencies and schools.

Please note that the University itself comprises a number of agencies and entities mentioned by the Panel: we are a school, a community, and a health care agency; we operate media and entertainment facilities; and we must act if not in *loco parentis* certainly in *loco familiae*. Please note too the emphasis on underage youth and recall that 35% of our students are under legal drinking age.

Accordingly, I propose we study the feasibility of the following steps:

1. Eliminate immediately any sponsorship of campus activities by producers or distributors of alcoholic beverages. This includes donations involving a quid pro quo, joint marketing or advertising agreements, signboards, sponsorship of printed material, underwriting of athletic events, or distribution of premiums, gifts, or free samples.

2. Explore steps to reduce or eliminate the advertisement of alcoholic beverages in the Orion, either through voluntary restraint by advertisers or through the publisher's rejection of such advertising on the basis that a significant number of readers (and financial supporters of the publication, via

student activity fees) are underage. There may be issues of commercial speech involved in this action; certainly the financial impact of such a policy may be considerable. But a recent Supreme Court decision involving commercial speech at SUNY Cortland may be enabling. I do not believe University facilities should be involved in the promotion of an activity that is for a third of our students patently illegal.

3. Appeal to campus area merchants to reduce their promotion of alcoholic beverages.

4. Allocate increased resources to campus alcohol and substance abuse education programs, concentrating on the drunk driving issue.

5. Encourage local law enforcement officials to continue to tighten their oversight of public drinking in student residential areas, particularly as it may involve vehicle operation (including bicycles).

6. Instruct campus police to work with area law enforcement agencies in the application of new legislation (California Vehicle Code 13202.5) providing for loss of driving privileges for underage drinkers.

7. Ask city officials to enforce sign ordinances with regard to banners and other advertising material displayed on fraternity houses.

8. Deny campus parking privileges to those with DUI convictions.

9. Withhold indefinitely campus recognition for organizations convicted of alcohol related violations.

10. Withhold campus recognition for organizations entering into commercial or promotional agreements with producers or distributors of alcoholic beverages.

11. Persuade the campus bookstore to phase out its stock of drinking-related steins, mugs, tee shirts, and so forth.

12. Provide strong and positive rewards to Greek organizations that continue to de-emphasize alcohol.

I'm sure there are other steps to be taken, and as we explore them, I want to iterate that our position is not moral and sanctimonious, is based on no blanket condemnation of the fact that students like Edward Fitzgerald's Omar Khayyam and many of the rest of us sometimes like to "be jocund with the fruitful Grape," but is purely prudential and aimed at reducing a serious impediment to the educational process we are here to oversee. May we begin a campus wide discussion of the matter?

Robin S. Wilson, President"

In response to the letter, the Vice President for Student Affairs appointed a campus-wide faculty/ staff/ student Alcohol Abuse Task Force, chaired by the Director of Student Activities, to comment on the feasibility of implementing the 12 steps proposed by President Wilson. Below are the Task Force's comments on each of the proposed actions.

1. Ban on-campus alcohol sponsorship, advertising, and promotions.

Task Force Comments:

"The Task Force recommends that the University eliminate alcohol beverage product sponsorship connected with University events. The University should pursue the development of a consistent campus-wide policy on commercial and other co-sponsorships with University departments and programs or other on campus programs."

2. Reduce or eliminate alcohol advertising in the Orion, the student newspaper.

Task Force Comments:

"The Orion staff has reviewed its policy on alcohol advertising and has written a new policy which emphasizes: 1) encouraging

advertisers to minimize references to alcohol in their ads, 2) refusing to publish ads which take the form of cents-off coupons for alcohol drinks or which publicize events featuring reduced-price alcohol drinks, 3) publishing at no charge public-service ads which encourage moderation in alcohol consumption and which caution against drinking and driving, and 4) declining to publish ads for alcohol which exploit the California State University, Chico name, logo, or backdrop. The policy is already in effect. The Task Force endorses the Orion's policy and commends the staff for its wisdom in promulgating it".

3. Appeal to merchants to reduce promotion of alcohol beverages.

Task Force Comments:

"The Task Force recommends that the University mount a cooperative effort with businesses and business organizations to reduce alcohol promotions to the student market. The Task Force recommends that either the Director of University Outreach or the Director of University Public Events be designated to lead these efforts on behalf of the University."

4. Increase resources for alcohol and drug education.

Task Force Comments:

"The Task Force strongly recommends that the University make it a priority to provide permanent and increased support for the Campus Alcohol and Drug Education Center and the Employee Assistance Program. Educational programs and prevention services need to be supported and promoted on campus. The Task Force has included a budget to institutionalize CADEC and EAP educational programs."

5. Enforce public drinking laws.

Task Force Comments:

"Cooperation with local law enforcement should continue. The University should encourage the increased focus on the enforcement of all alcohol-related laws in conjunction with current educational programs, prevention services, and local law

enforcement efforts. Instruct campus police to take the lead in combining with other law enforcement agencies to focus on DUI arrests, specifically on Nord Avenue, in downtown Chico, and within a one-mile radius of campus."

6. Enforce new state law providing for loss of driving privileges for Under age drinkers.

Task Force Comments:

"University Police should continue to work with other law enforcement agencies to enforce alcohol-related laws. The Task Force does recognize the unfortunate lack of resources in the District Attorney's Office limiting the application of CVC 13202.5 to minors cited for driving-under-the-influence only and not the broader application sought in many areas of the state."

7. Enforce sign ordinances related to banners and alcohol ads on fraternity houses.

Task Force Comments:

"City code enforcement officials are attempting to enforce existing ordinances limiting the use of banners in residential areas."

8. Deny campus parking privileges to students with DUI convictions.

Task Force Comments:

"Current state statutes would appear to permit the President to withhold parking privileges from students convicted of driving-under-the-influence. There is, however, an apparently serious legal question as to whether this policy would be overly broad to serve the University's purpose. The ongoing collection of this data for all students would be a serious commitment of University resources. New law in California may make the collection of this information even more difficult. The enactment of such a policy applicable to faculty and staff would require consultation with the Chancellor's Office of Faculty and Staff Affairs to determine if various union agreements would allow it. The Task Force recommends that University resources

would be better spent on educational and prevention programs.”

9. Withhold campus recognition for organizations convicted of alcohol-related violations.

Task Force Comments:

“Individuals, rather than student organizations, are convicted of alcohol-related offenses. When the campus can insure that there is a direct relationship between the citation of an organization member and the activities of that organization, appropriate sanctions should be placed on the group. The Student Activities Office has been withdrawing or suspending recognition to groups so involved. The Task Force recommends that the campus continue to sanction organizations implicated for alcohol-related offenses (e.g., illegal sale, illegal sales to minors).”

10. Withhold campus recognition for student organizations with commercial/promotional agreements with beverage companies or distributors.

Task Force Comments:

“It is well settled that the First Amendment protects commercial speech, thus the Task Force recommends that the University develop a consistent University-wide co-sponsorship policy. It is further recommended that [five specific faculty and staff] be designated as the Task Force to develop such a policy.”

11. Persuade campus bookstore to stop selling drinking-related items.

Task Force Comments:

“The Associated Students Bookstore has voluntarily modified the visual content of the popular “three cats” logo (referring to Wildcats, the school’s mascot). The Task Force recommends that the University continue to encourage the AS Bookstore to limit its sales of alcohol-related items.”

12. Provide rewards to Greek organizations that de-emphasize alcohol.

Task Force Comments:

“Fraternities and sororities are addressing the issues of alcohol and substance abuse. Dry rushes, stricter policies forbidding underage drinking and alcohol in chapter houses, and policies forbidding chapter funds being used for the purchase of alcohol are examples of Greeks working on the problem at both local and national levels. The Task Force recommends that the University provide recognition for positive programs by Greek letter groups. The campus should provide continued educational support programs for Greeks.”

The Task Force added two additional recommendations of its own.

“1. The University should approach alcohol abuse within the campus community with the tool most at hand — education. The Task Force recommends that the University mount a continuous campus-wide educational effort in the areas of substance abuse, health, and wellness. Toward this end, continuous and expanded support for existing programs (e.g., CADEC, EAP) is vital. Inclusion of these issues into the student orientation program as well as the curriculum will also help.

2. The administration should do all it can do to promote wellness as a constructive alternative to “partying.” In fact, wellness might become a major campus theme for the next several years. For wellness to be translated from words into institutional action, concrete steps are needed. As a first step, we recommend appointment by the President of a Wellness Planning Committee to propose specific future steps that might be taken to strengthen and extend current programs and services for promoting wellness on this campus, especially among students. This Planning Committee would include faculty, staff, and students and would submit a report to the President by the end of the 1990 spring semester.”

In a letter to the Task Force Chair acknowledging the report a few days later, President Wilson outlined his initial commitment to action as follows:

“Dear (Director of Student Activities/
Assistant Vice President for Student Life):

Thank you for your report of the findings of the Alcohol Abuse Task Force. It evidences thoughtful consideration of the problems of substance abuse among our students and makes solid recommendations for action. Accordingly, I am taking the following steps:

1. I have asked ____, Director of University Public Events, to undertake on-going consultation with local wholesalers and retailers of alcoholic beverages on how they and the University might cooperate in reducing their marketing to college students. Such action is probably contrary to the best economic interests of the firms concerned, but I have been informed that — at least among brewers and distributors — there is a strong industry sense of responsibility for alcohol-abuse education and a genuine desire, backed by time and money, to be — as _____ of _____ Distributing Company has put it to me — “a part of the solution to the problems associated with alcohol abuse.”

2. In this connection, I will ask alcohol beverage distributors and retailers to join with the University in providing an annual budget of about \$70,000 for substance-abuse education. Some of these businesses are already generous contributors to CADEC (Campus Alcohol and Drug Education Center) and to the efforts of Chico State's Greek organizations to implement dry rush, and I will ask that they join with us to see if we can't make Chico and Chico State models for national emulation as our society moves toward a new regard for public sobriety.

(It is perhaps important to point out that our call for an end to “sponsorship of campus activities by producers or distributors of

alcoholic beverages” uses the word “sponsor” in its widely accepted sense of providing entertainment or other non-commercial services with the understanding that some performance time or associated space will be devoted to advertising. This by no means precludes financial support for campus activities, including but not limited to substance abuse education, from manufacturers or distributors of lawful products, whose contributions will be gratefully and publicly acknowledged. It does preclude use of activities so supported as occasions for advertising.

3. I will consult with the leadership of the Faculty Senate on how best to establish an ad hoc committee to formulate “consistent campus wide policy on commercial and other co-sponsorships with University departments and programs....”

4. I will ask the Vice President for Student Affairs and the Provost to bring forward joint recommendations for integrating substance-abuse education into the orientation of new students, into on- and off-campus housing complexes, and into the curriculum.

5. And finally, I will ask that your Task Force broadly solicit nominations of persons to serve on the Wellness Planning Committee it proposes. As the Task Force suggests, this Committee should include faculty, staff, and students and should, by the end of the Spring 1990 semester, bring forth recommendations for aggressively promoting wellness as a campus alternative to the kind of childish partying that has too often in the past diminished both town and gown and irrevocably darkened the prospects of individual students.

I am truly grateful to the Task Force for its swift and searching response to my letter of July 12th, and I am heartened at what I am optimistic enough to see as a growing consensus in our community that enough has been enough for quite some time.

Robin S. Wilson, President”

Was each of these five directives implemented during subsequent years? If so, with what success? If not, why not? Here is what we found.

1. Consult with wholesale and retailers to reduce alcohol marketing to college students.

In Environmental Management, DeJong and colleagues (DeJong, Vince-Whitman, Colthurst, Cretella, Gilbreath, Rosati, & Zweig, 1998) note that “Whatever students are told on campus about alcohol, if the surrounding community delivers a dissimilar message “educational message” through low-price beer promotional, illegal sales to minors, lax law enforcement, and low alcohol excise taxes, students will continue to experience significant alcohol-related problems.” Later on, we will describe considerable effort by campus and community leaders to reduce marketing to students and other young adults, especially drink specials. Here we note that little was done about this in the early 1990s, despite President Wilson’s best intentions.

2. Solicit funds from alcohol beverage distributors and retailers for substance-abuse education.

Two major alcohol distributors contributed modest funds (much less than the \$70,000 hoped for by President Wilson) to the Campus Alcohol and Drug Education Center during the late 1980s and early 1990s. These funds were used, for example, to help fund the Fun Without Alcohol Fair, Chico Safe Rides, and alcohol/drug awareness speakers. In a number of other instances beginning in the late 1990s, thousands of dollars of additional potential donations were declined by the university because the local distributor insisted that the beer company logo be included in credits.

3. Develop a consistent campus-wide policy on commercial and other co-sponsorships with campus groups.

For many years, there was no consistent campus policy regulating commercial sponsorship (or co-sponsorship with campus units) of campus events. After careful deliberations among administrators, faculty, and staff, the “Campus Commercial Underwriting Policy” was issued by President Esteban as an official Executive Memorandum in 1994. The document recognizes that while extramural resources are important in providing quality academic and co-curricular programs and publication, “it also recognizes the sensitive nature of such relationships and the need to protect institutional integrity and the image of the University.”

The policy states:

“The activity or publication must be sponsored by and fully under the control and authority of the campus sponsor...The primary focus of the promotion of the activity or publication must be on the University approved program and not on the underwriter...The name or logo of the underwriting company may be used, but not the name or representation of a product of the company, unless they are one and the same. In any case, alcoholic beverage and tobacco products may not be advertised, promoted, or referred to in promotional materials.” EM 94-50, 9/27/94

This policy remains in effect to the present, applied by the Student Activities Office in the case of student organizations and by the offices of the Vice Presidents for Academic Affairs and Administration/ Business in the case of other campus organizations. Monitoring and enforcing this policy is a continuing challenge to campus leaders.

4. Integrate substance-abuse education into the orientation of new students, into on- and off-campus housing complexes, and into the curriculum.

Until the mid-1990s, staff managing the summer orientation program did all they could to keep the topic of student drinking out of all orientation programs for students and parents. This was based on the argument that discussing such a “negative” topic would not be helpful to

promotion of the desired positive image. The Student Activities Office and CADEC finally prevailed in the late 1990s with the argument that presenting information about actual (as opposed to presumed) data on student drinking at Chico State and about alcohol prevention services was positive information. Henceforth, brochures, information tables, and presentations to groups of incoming parents and students about risks of alcohol abuse, and CADEC services have been included in summer orientation. Little was done in housing or curriculum infusion until recent years.

5. Promote wellness as a positive campus alternative.

During Fall 1988, CSU, Chico hosted a three-day visit by then-Executive Director of the National Wellness Institute, located at the University of Wisconsin, Stevens Point. As a Distinguished Visiting Professor, Dr. David Emmerling met with a variety of individuals, classes, and groups on the theme, "Wellness and Its Implications for Higher Education." The visit was hosted by the Wellness Planning Committee, chaired by the Dean of the Graduate School in response to President Wilson's directive noted above.

The Subcommittee that hosted him reported to Graduate Dean as follows after Dr. Emmerling's visit:

There was wide agreement among participants in these sessions that we can and should do more to promote wellness throughout his campus. Special emphasis needs to be placed on student wellness. Moving in this direction would be congruent with the following excerpts from the recent report of the Carnegie Foundation for the Advancement of Teaching, *College: The Undergraduate Experience in America*:

"All students should be helped to understand that 'wellness' is a prerequisite to all else"

"They should...begin to understand that caring for one's body is a special trust."

"The college of quality remains a place where the curricular and co-curricular are viewed as having a relationship to each other."

We view Chico State's recent dubious designation as the number one party school in the U.S. as ill-deserved, since it ignores and casts a cloud over the positive strides made here in recent years to strengthen our academic reputation and to clean up mass partying.

Yet, this occasion offers a special opportunity to embark on a campus-wide planning effort to seek constructive alternatives to this unwanted image. While continuing to strengthen the quality of the academic experience at Chico State, we also need to explore new ways to encourage a lifestyle of health and well-being throughout the community.

Therefore, we recommend that...a campus wide "wellness planning committee be appointed by the president of the university or his designee to consider specific future steps that might be undertaken to strengthen and extend current programs and services for promoting wellness on this campus, especially among students".

A broad-based Wellness Planning Committee was indeed appointed by President Wilson in the spring of 1990. The committee was guided by the following key assumptions:

1. Promotion of student wellness must occur within a campus-wide culture of wellness.
2. Attitudes and behavior are influenced by campus-wide values and social norms. Therefore, efforts to promote wellness must focus on influencing values and norms as well as on individual attitudes and behavior.
3. Promoting wellness must be a campus-wide effort, involving not only limited persons and units but many.
4. Turning wellness from an abstract theme into reality will be enhanced if there is one unit designated to coordinate and promote campus-wide efforts.

5. Promotion of wellness must be a long-term effort with progressive steps and a sustained institutional commitment.
6. We recognize that wellness- promotion effort must be academically- sound and scientifically- based to the greatest extent possible.
7. Wellness programming must respect individual diversity and freedom of choice.

With these assumptions in mind, the Wellness Planning Committee recommended a series of actions. We follow the recommended actions with brief notes about what was implemented:

1. **Establishment of a Campus Wellness Center to serve as an information clearing house, maintain a speakers' bureau, assist in wellness-related program development across campus, conduct a variety of new wellness-awareness programs, conduct research and demonstrations related to wellness, and coordinate wellness activities with the campus and community.**

Implementation:

Created in Fall 1990. Located within Psychological Counseling and Testing Center. Never fully funded. Still operates on a shoe-string with a few thousand dollars squeezed from the Psychological Counseling and Testing Center to supporting a part-time student intern coordinator. Operates under supervision of a professional counselor with student interns earning academic credits for service. Services mainly wellness education — printed materials, forums, and presentations to student organizations and classes.

2. **Ongoing, stable funding be provided the existing Promotion of Health Program (PHP) in the School of Nursing and for the newly created Campus Alcohol and Drug Education Center (CADEC), located in the Student Activities Office under the Vice President for Student Affairs.**

Implementation:

CADEC was founded in 1988 and continued to function thanks to federal grants. In mid-

1990s, state funds were allocated for a full-time director and minimal operating expenses. A second full-time staff position was added in 1999. Small grants and gifts have enabled CADEC to carry on. PHP was never funded.

3. **Efforts be made to influence social norms, attitudes, and behavior among new students toward positive health habits.**

Implementation:

A new optional freshman class, University Life was added in mid-1990s. Sixteen sections in recent semester. Wellness materials and presentations included in orientation. Wellness programming added in residence halls.

4. **Encourage Associated Students to continue to increase weekend programming.**

Implementation:

Throughout the 1990s, the student government greatly increased its weekend programming, including concerts, speakers, films, outdoor adventure activities, and more.

5. **Encourage Associated Students to expand on-campus Student Union.**

Implementation:

Bell Memorial Union underwent a major renovation in 2001 and it went from 52,500 square feet to 133,400, resulting in vastly improved facility for student-sponsored and student-focused programs.

6. **Encourage expansion of existing physical education, athletic and recreational facilities.**

Implementation:

A new physical education and recreation academic building completed in 2002. Students voted down a proposed fee increase to fund a new on-campus recreation center for students. The campus remains vastly under-supplied with indoor and outdoor recreational space, partly due to land-locked space limitations on campus. Fortunately, student leaders are once again interested in going to the students for a vote on a

recreation center. This vote is expected for Spring of 2005.

7. Expansion of Student Health Service facility with space for health education program.

Implementation:

The Student Health Service building expanded in late 1990s. No space specifically was provided for health promotion, although health-promoting posters, brochures and other printed materials are provided. A health promotion student intern has been added in recent years.

The intention of President Wilson, the Alcohol Abuse Task Force and the Wellness Planning Committee was that wellness would become a pervasive, guiding theme of the campus, especially in relation to co-curricular life. However, this never happened. The closest was inclusion by President Esteban of the following language in his letter to the campus accompanying the updated Campus Strategic Plan Update in 1999: "With you, I am committed to helping our students reach their full potential in all aspects of their lives."

It was evident that President Wilson and his Alcohol Abuse Task Force viewed student alcohol use and abuse at CSU, Chico as the result of a host of inter-related influences. They clearly assumed that individual students did not make alcohol-related choices in isolation but in a broader societal, community, campus, and peer context. They sought to address a number of change targets simultaneously.

Still, the only strategy that was fully implemented was the individual-focused educational campaign by the Campus Alcohol and Drug Education Center.

Campus Alcohol and Drug Education Center (CADEC)

In response to the 1987 Pioneer Days riots and their aftermath, CSU, Chico created the Campus Alcohol and Drug Education Program (CADEC) in 1988 with the purpose of preventing student substance abuse. Its mission statement reads:

"CADEC is committed to providing educational and social events that raise campus awareness about the dangers of alcohol and drug abuse. CADEC strives to encourage students to be responsible for their choices and behaviors, especially in areas where substance abuse is a concern. The goal of CADEC staff is to help at-risk groups understand the hazards associated with alcohol and drug abuse and to reduce incidents of excessive drinking and alcohol-related violence, assault, and injury."

The main strategy of CADEC has been individual-focused alcohol and drug awareness programming. Here is a sampling of activities through the 1990s to the present.

Presentations to Classes and Student Organizations

CADEC professional staff and student interns give many presentations each year to classes, student organizations, and athletic teams.

Online Alcohol Education

An online alcohol education program is targeted to three high-risk campus groups: freshman violators of the campus alcohol and drug policy (e.g., drinking in residence hall), athletes, and Greeks.

Alcohol Education Unit in University Life Classes

An interactive CD-ROM is used to educate students in Freshman University Life classes about alcohol use and abuse.

Fun Without Alcohol Fair

Alternatives to alcohol and drugs are explored and promoted during a fun-filled, day-long community event aimed both at university students and school-age children within Butte County. A variety of campus student groups provide entertainment and sponsor interactive games, activities, and booths. About 3,000 children typically attend.

Alcohol/Drug Forums

Each spring, CADEC sponsors a forum in which a well-known speaker addresses students on

current alcohol or drug-related topics such as high-risk drinking, ecstasy, or designer drugs.

National Collegiate Alcohol Awareness Week Activities

A variety of events are held to increase awareness of alcohol-related issues and problems including informational tables, speakers, and forums. For example, students created a mock graveyard in the campus quad with tombstones of famous and local people who have died from alcohol-related causes.

First-Year Survivor Workshop Series

CADEC worked with the Student Health Center, the Campus Wellness Center, and University Housing to provide a seven-workshop series aimed at helping first-year students adjust to college life. Included are sessions on alcohol and drug awareness.

21st Birthday Card Campaign

A birthday card is sent by CADEC to all students a week before they turn 21 wishing them a happy birthday and reminding them to celebrate safely.

Summer Orientation

Through booths, printed material and group presentations to incoming students and their parents, CADEC provides information about campus and community alcohol and drug issues, policies, and services.

Alcohol Poisoning Awareness Campaign

Through CADEC, this campus-wide campaign is designed to educate students about the signs and symptoms of alcohol poisoning, and what to do in the event of such an emergency. Wallet-sized alcohol poisoning cards are distributed to all freshmen, are given to students of all class levels attending various campus events, and are distributed by several bars to all patrons on holidays such as Halloween and St. Patrick's Day. Small, colorful laminated posters with the same information are prominently posted throughout residence halls, in a number of private apartment and residence hall complexes throughout the community, and in a number of community bars.

Safe Halloween Card Campaign

A Halloween card is sent by CADEC to all residence hall students (mainly first-year students) encouraging them to celebrate safely and reminding them about alcohol-related laws in Chico.

Alcohol Awareness Brochures, Newspaper Ads, and Posters

CADEC widely distributes a host of posters and brochures with various alcohol-related facts and a description of alcohol-related services available on the campus and in the community. Additional exposure is provided through ads in the student newspaper.

Voluntary, Anonymous Interviews and Breath Tests

With support from a two-year grant from the U.S. Department of Education, more than 2,500 random, voluntary, anonymous interviews and breath tests were conducted among first-year students returning to their residence halls on a random sample of weekend nights. The main purpose of this effort was to educate these students about their blood alcohol level at that moment and about the meaning and implications of a given level. This "point of contact" was also used to provide social norming information (more on this later). Finally, the information gathered provided useful data about patterns of drinking among our first-year students.

Persistence of the Student Drinking Problem Through the 1990s

Alcohol abuse and related problems persisted at CSU, Chico through the 1990s, despite the measures described above. In retrospect, several factors no doubt contributed to persistence of the problem. One was continuation, and even intensification, of national advertising of alcohol targeted at the youthful population. Second was continued availability, easy access to, and promotion of low-cost drinks by local bars and retail outlets. Third was persistence of the "party school" burden which might well have attracted some students looking for an alcohol-focused college experience. The "party school" image also likely led many students to drink more than they otherwise would have once they arrived

because of their belief that frequent or heavy drinking is what most students do here and that this is the best way, therefore, to fit in and make friends.

(For a description and assessment of a less-than-fruitful effort to enforce drug-free standards in the residence halls by implanting an undercover police officer, see [Appendix A](#)).

Persistence, perhaps even worsening, of the alcohol problem during the 1990s was reflected in the alcohol-related deaths of five students between 1996 and 2000. The tragic death in fall 2000 of Adrian Heideman, combined with St. Patrick's Day, Labor Day, and Halloween celebrations reaching intolerable proportions, stimulated the campus and community to do more to prevent alcohol abuse.

Also contributing to a sense of urgency was that in spring of 2000, we collected our first reliable, hard evidence on the extent and consequences of the drinking problem at CSU, Chico.

In 1994 and 1998, large scale surveys on alcohol use by CSU, Chico students had been conducted, but they were non-random and therefore not acceptably valid. But in spring 2000, the Campus Alcohol and Drug Education Center, assisted by the Office of Institutional Research, conducted our first random sample survey (n=1102, based on students enrolled in a random sample of classes), using the Core Short Form Survey with several supplemental questions. The 2000 survey made clear that, while most students drink moderately most of time, many drink to excess, resulting in a number of negative consequences for their educational, personal, and social experiences — and endangering the health and well-being of themselves and others. It was easy for us to determine that student alcohol abuse is at an intolerable level and that we needed to do more to reduce it. Here is a summary of the facts from that survey.

We will organize these findings around on a series of questions about drinking among CSU, Chico students. Data are presented in narrative

form rather than in statistical tables for simplicity of reading.

At what age did CSU, Chico students begin drinking?

- One in five (21%) students had their first drink before age 14.
- Half (50%) of students had their first drink before age 16.
- Three fourths of students (76%) had their first drink before age 18.

How many CSU, Chico students recently consumed alcohol?

- More than 9 of 10 students (93%) reported drinking at least once during the last year.
- More than 8 of 10 students (85%) reported drinking at least once during the last 30 days.

How often did CSU, Chico students drink?

When asked about the frequency of their drinking during the last year,

- 80% reported drinking once a month or more often.
- 64% reported drinking once a week or more often.
- 40% reported drinking 3 times per week or more often.
- 9% reported drinking 5 times a week or more often.

When asked how many days they drank during the last 30 days,

- 31% reported drinking 0-2 days.
- 51% reported drinking 0-5 days.
- 49% reported drinking 6 or more days.
- 28% reported drinking 10 or more days.
- 5% reported drinking 20 or more days.

How much did CSU, Chico students consume when they drank?

- The mean number of drinks reported per week was 8, the median 5.
- 32% reported consuming 0-2 drinks per week.
- 56% reported consuming 0-5 drinks per week.

- 44% reported consuming 6 more drinks per week.
- 21% reported consuming 14 more drinks per week (an average of at least 2 drinks per day).
- 10% reported consuming 21 or more drinks per week (an average of at least 3 drinks per day).

What was the rate of episodic heavy drinking among CSU, Chico students?

- Six of ten (59%) reported they drank 5 or more drinks at a sitting at least once during the last 2 weeks.
- One third (33%) reported they drank 5 or more drinks at a sitting 3 or more times during the last 2 weeks.

How did drinking at CSU, Chico compare with other colleges?

Across all measures, CSU, Chico's drinking rates were higher. For example,

- CSU, Chico's at-least-once-in-last-year drinking rate (93%) was higher than the national rate of 85%.
- CSU, Chico's at-least-once-in-last-30-days drinking rate (85%) was higher than the national rate (73%).
- The mean number of drinks per week at CSU, Chico (8) was higher than the national average (6).
- CSU, Chico's episodic heavy drinking rate (5 or more drinks at a sitting at least once in last 2 weeks) (59%) was higher than the national rate (47%).

What were usage rates of drugs other than alcohol and how did these compare with other colleges?

- More CSU, Chico students reported using tobacco (smoking, chewing, snuff) at least once during the last year (52%) than nationally (38%). More than one in three (37%) reported using tobacco at least once during the last 30 days (national data not available).
- Marijuana use was higher among CSU, Chico students than nationally when measured by use at least once in the last year (55% vs. 25%). More than one in

three (37%) reported using marijuana at least once during the last 30 days (national data not available).

- Cocaine use was also higher among CSU, Chico students than nationally when measured by use at least once in the last year (12% vs. 4%). Five percent reporting using cocaine at least once during the last 30 days (national data not available).
- Designer drug (e.g., ecstasy, MDMA) use was higher among CSU, Chico students than nationally when measured by use at least once in the last year (16% vs. 2%). Six percent reported using designer drugs at least once during the last 30 days (national data not available).

How did alcohol use vary among types of students—that is, by sex, age, class level, ethnicity, grade point average?

- Males drank more often and were more likely to be heavy drinkers than females.
- Students under age 21 averaged more drinks per week and more often drank heavily than those 21 or over.
- The highest percentage of current drinkers (drank at least once in last 30 days) was juniors, while the highest percentage of heavy episodic drinkers were freshmen and sophomores (tied).
- The lower the self-reported grade point average, the greater the frequency and amount of drinking and the greater the likelihood of episodic heavy drinking.
- Whites drank more often and more heavily than other ethnic groups.

How often did students report harmful consequences of alcohol and drug use? How did the rates of harmful consequences compare with rates at other campuses?

The Core Survey asked students how often they had experienced a series of harmful consequences "due to your drinking or drug use during the last year." As shown below, data on self-reported consequences of alcohol other drug use reveal that with the exception of two items (got nauseated or

vomited, had a hangover) the majority of CSU, Chico students did not report experiencing adverse consequences from alcohol or drug use during the last year.

However, most of the harmful consequences did occur more often at CSU, Chico than nationally.

Table 1
Percentages of Students Reporting Each Consequence of
their Alcohol or Drug use During the Last Year

CSU, Chico (%)	U.S. (%)	Experience
		Public Misconduct
2	1	Been arrested for DWI/DUI
3	5	Taken advantage of another sexually
12	8	Damaged property, pulled fire alarms, etc.
16	14	Been in trouble with police, residence hall, or other college authorities
40	31	Got into an argument or fight
40	31	Driven a care while under the influence
		Personal Injury
1	1	Tried to commit suicide
13	12	Been taken advantage of sexually
21	15	Been hurt or injured
		Psychological Problems
4	5	Seriously thought about suicide
11	6	Tried unsuccessfully to stop using
18	10	Thought I might have a drinking problem
		Other Experiences
37	21	Performed poorly on a test or important project
47	33	Had a memory loss
37	30	Been criticized by someone I know
48	33	Missed a class
51	39	Done something I later regretted
66	54	Got nauseated or vomited
77	63	Had a hangover

How did frequency of episodic heavy drinking influence these harmful consequences?

Engaging in episodic heavy drinking once or twice during the last two weeks clearly had harmful consequences for the physical, psychological, social, and educational well-being of CSU, Chico students. For nearly every item asked, those who drank heavily once or

twice during the last month experienced adverse effects. Those who reported they drank heavily three or more times during the previous two weeks paid an even higher price. For example, compared with those who engaged in no episodes of heavy drinking during the last two weeks, those who did so three or more times were:

- 11 times more likely to have been in trouble with campus or community authorities (33% vs. 3%),
- 4 times more likely to have been in an argument or fight (66% vs. 16%),
- 4 times more likely to have been taken advantage of sexually (23% vs. 6%),
- 7 times more likely to have been hurt or injured (44% vs. 6%),
- 2 times as likely to have seriously thought about suicide (7% vs. 3%),
- 5 times more likely to have performed poorly on a test or important project (63% vs. 13%),
- More than 3 times more likely to have had a memory loss (75% vs. 21%),
- Nearly 4 times more likely to have missed a class (77% vs. 20%),
- 3 times more likely to have done something they later regretted (77% vs. 24%).

What were CSU, Chico students' views toward other students' drinking—e.g., availability of alcohol at parties, tolerance levels for others' drinking, and perceptions of how much and how often other students drink?

- When asked whether they thought alcohol should or should not be available at parties, a sizable majority (85%) reported it should be available. On the other hand, only a minority 35%) said they thought drugs should be available.
- A supplemental question was added to the 2000 Core survey: "When CSU, Chico students party, how many alcoholic drinks do you think are okay to drink?" The median response was 5.
- Another supplemental question was, "In your opinion, how many alcoholic drinks are too many when CSU, Chico students party?" The median response was 8. Clearly, average CSU, Chico students were tolerant of their peers' heavy drinking.
- In the 2001 Core Campus Survey of Alcohol and Other Drug Norms, students were asked a number of questions about their perceptions of the frequency and amount of other students' drinking. Consistently,

students over-estimated their peers' drinking. This was true when aggregated frequency of self-reported personal drinking was compared with perceptions of others' typical drinking, when comparing self-reports with perceptions of the last time they drank socially with other students, and when comparing self-reports with perceptions of others drinking in such locations as bars, off-campus parties, Greek parties, athletic events, and campus dances.

- The only exceptions were frequency of actual vs. perceived episodic heavy drinking (nearly identical) and perception of abstainers (over-estimated).
- We also found that the higher the class level, the less the actual-perception gap.

The greater the gap, the greater the amount of drinking. [This is consistent with social norming theory, which is discussed later]

How was drinking associated, if at all, with other drug use?

- A minority of students were current (previous 30 days) users of tobacco (37%), marijuana (37%), or cocaine (5%). However, frequency of drinking during the last year and 30 days, average number of drinks per week, and frequency of episodic heavy drinking were all significantly correlated ($<.05$) with frequency of use of tobacco, marijuana, cocaine, and most other illegal drugs.

By 2000, then, several factors converged that called out for a more effective prevention strategy to reduce student alcohol abuse at CSU, Chico. These factors, as we have noted, included persistence of the "party school" burden, several student deaths, growth of "special events" to the point they were nearly out of control, and survey data clearly indicating an intolerable level of alcohol use and abuse.

We faced a clear challenge— we must do all we could to reduce rates of underage and episodic heavy drinking in order to minimize their harmful impact on the education, personal development, health, and safety of our students.

Broadening Prevention: The Social Ecology Framework

Following Adrian Heideman's death, President Esteban recognized the need to expand the campus's prevention efforts beyond individual-focused alcohol education, which had been the predominant strategy through the 1990s — despite the many recommendations and plans calling for a more comprehensive approach. This shift toward an environmental management approach is reflected in the next column he wrote for *Inside Chico State*, a periodic campus news bulletin following the Heideman death. President Esteban wrote:

“We Must Do More to Prevent Alcohol Abuse

The recent death of 18-year-old freshman Adrian Heideman after an evening of heavy drinking at a CSU, Chico fraternity is a terrible tragedy. When I met with his parents, words literally failed me in expressing my grief and sympathy for their loss. CSU, Chico is doing everything possible to assure this is never repeated. Students, staff and faculty have been mobilized as never before to seek solutions. Even before the recent tragedy, CSU, Chico had intensified its efforts to prevent student alcohol abuse. Residence hall staff are trained to enforce the prohibition of alcohol in residence halls. Freshmen are instructed through an orientation class about the risks of alcohol abuse. Our Campus Alcohol and Drug Education Center (CADEC) conducts a host of other alcohol awareness programs.

Student Affairs staff work closely with sororities, fraternities, and other student organizations to encourage responsible drinking. University Police, the Chico Police Department, and campus administration continue to cooperate to provide a safe environment for students and the Chico community. A number of academic classes focus on alcohol abuse and student culture.

Although this university is already doing a good deal to discourage student alcohol abuse, we clearly must do more. Various

administrators, faculty, staff, and student leaders have submitted to me recommendations on how CSU, Chico can most effectively prevent alcohol abuse among our students. While details are still being developed, the outlines of our prevention efforts are becoming clear.

Learn more about our students. We need to better understand our students—to know more about their attitudes toward alcohol and their previous patterns of use. With this in mind, we will conduct several surveys and studies to help us develop more effective policies and programs

Expand alcohol awareness efforts. We continue our commitment to provide accurate information to students about alcohol, health, and safety. We need even more effective instruction about alcohol poisoning. CADEC, the campus Wellness Center, Student Health, Student Activities, and University Housing will continue to lead the way in alcohol education.

Continue to build academic excellence. CSU, Chico has earned a reputation in recent years as an excellent regional university. This is reflected in our recent top-five ranking among Western public universities by U. S. News & World Report. Our students and faculty continue to win regional and national competitions and awards.

Yet, we need to continue to improve. We need to ask whether students, especially freshmen, are as academically challenged as they might be during the early weeks of school when college drinking habits tend to start. I have asked academic departments to develop their own approaches to strengthen our positive student culture.

Improve co-curricular environment. We are searching for ways to place greater emphasis on healthy lifestyles in our summer orientation programs. Perhaps university recognition of fraternities should require that their residences become alcohol-

free. We will continue to ban alcohol advertising at athletic contests and on university bulletin boards.

We need more alcohol-free student activities on weekends. A new on-campus student recreation center is needed. We also need to expand our recreational sports programs and increase the proportion of students involved in service learning and volunteer activities.

Cooperate with the community. The university will continue to encourage positive communication among University Police, the Chico Police Department, Greek organizations, and student neighborhoods. We will continue to urge law enforcement agencies to enforce alcohol laws in student neighborhoods and among alcohol-serving businesses near the campus. We need to seek better cooperation among these businesses to assure that student drinking is moderate and responsible.

We will continue our shared efforts to build a campus culture that encourages and rewards academic engagement, intellectual excellence, and healthy lifestyles, and to make it clear that irresponsible drinking is unacceptable.”

President’s Advisory Committee on Alcohol and Drug Abuse

In fall 1999, President Esteban appointed a broad-based President’s Advisory Committee on Alcohol and Drug Abuse. The committee was made up of several faculty, an athletic coach and athletic administrator, the Assistant Vice President for Student Affairs, the director of CADEC and a member of her staff, the Chief of University Police, two representatives of the Chico Police Department, the presidents of the Inter fraternity Council (campus-recognized fraternities) and Pan Hellenic (campus-recognized sororities), a professional counselor from the Psychological Counseling/ Wellness/ Testing Center, director of the Student Health: Center, a representative of the Alumni Association, and a Vice Provost/ Dean of Undergraduate Education. The President’s Advisory Committee adopted the following:

Our goal is to create a campus-wide, pro-active approach to alcohol prevention, which will result in a healthier and safer campus for our students.

- To counteract the belief that consuming alcohol is an essential part of the college student tradition.
- To create an environment where alcohol is not the center of student life.
- To encourage a spirit of mutual cooperation and concern between students and the community on responsible use of alcohol.
- To educate students about the potential hazards and dangers of excessive alcohol use.
- To help students achieve their full academic, personal and career potential via healthy lifestyle choices.
- To reduce the incidence of alcohol related absenteeism, vandalism, acquaintance/ date rape, violence and death among our student population.
- To reduce the amount of binge drinking on our campus.

After meeting for two years to familiarize itself with campus alcohol issues and approaches, the committee was requested by President Esteban to examine the ways in which this campus was and was not in congruence with the Chancellor’s Committee’s recommendations to CSU campuses. Below is the president’s charge to the committee.

“Dear _____:

I am pleased to invite you to serve as a member of the President's Advisory Committee on Alcohol and Drug Abuse during the 2001-2002 academic year.

I know you share with me a commitment to provide a safe and healthy environment in which our students can maximize their academic and personal development. Reducing rates of underage and high-risk drinking is vital to this effort.

As you know, I had the privilege of serving on the Chancellor's Committee on Alcohol

Policies and Programs. This committee's report was accepted by the CSU Board of Trustees at its July meeting. It is quite clear that CSU, Chico is well ahead of most other campuses in the CSU in meeting the guidelines and recommendations of this report.

Still, I believe it is important to review our key policies and programs in order to assure that we, as a campus community, are doing everything possible to implement fully the Committee's guidelines. I want the President's ACADA to play a key role in this review. I ask that the ACADA submit a report to me by the end of the fall semester 2001 addressing the following questions that emerge from the Chancellor's Committee report. (This refers to the 2001 report of the California State University Chancellor's Committee on Alcohol and Drug Policies and Programs, on which both Esteban and Schafer served.)

1. What are we currently doing to communicate alcohol policies to new students and their parents prior to and when they arrive on campus?

2. Are all university web pages and publications about drugs and alcohol consistent and clear in message?

3. What are we currently doing to assess patterns of alcohol use and abuse on this campus and to assess the effectiveness of prevention programs? How, if at all, can these assessment efforts be improved?

4. Are there any changes in state laws that might help students reduce alcohol abuse?

5. Are any modifications needed in our existing campus alcohol policies and rules and in the way they are enforced?

6. What might be done, if anything, to increase faculty and curricular

involvement in alcohol abuse prevention?

7. What specific steps need to be taken to increase alcohol-free activities on campus and student attendance at those activities, especially on weekend nights?

8. Should existing campus policies regarding alcohol beverage funding and sponsorship continue or be modified? If they need to be modified,, how?

9. How might student organizations become more effective in self-regulating their own activities so that risk of alcohol abuse is reduced?

10. How, if at all, can existing programs related to recreation, student health, wellness promotion, and alcohol abuse prevention on this campus be better coordinated?

11. How, if at all, might we improve education and training of faculty and staff related to student alcohol use and abuse?

12. How, if at all, might the university improve coordination of its alcohol abuse prevention efforts with the larger community?

I know that this is a formidable assignment. I appreciate your willingness to work with me in creating a safer, healthier, and more educationally supportive environment for our students.

Finally, in order to increase faculty involvement in this important process, I have decided that the chair of the Advisory Committee on Alcohol and Drug Abuse ought to be a faculty member. Consequently, I have asked Professor _____, who has previously served on this committee and who is very knowledgeable about the subject of alcohol and drug abuse, to chair the committee during the 2001-2002 academic year. I ask that Assistant Vice President

_____’s office continue to provide staff support to the committee, as it has done so ably heretofore.

I want to thank you for all the work you have done so far and look forward to your report by the end of this semester.

Manuel A. Esteban, President”

After several months of deliberation, the Office of the Vice President for Student Affairs incorporated the work of the Advisory Committee in the action plan submitted to President Esteban (see [Appendix B](#)).

“Did You Know” Social Norms Marketing Campaign

Beginning in spring 2001, the Campus Alcohol and Drug Education Program initiated a new social norming campaign designed to reduce underage and episodic heavy drinking by reducing student’s over-perceptions of peer’s drinking. The campaign, supported by a two-year grant from the U. S. Department of Education, was initially called the “Campus Reality Check Campaign.” However, this title was soon dropped at the request of a local Superior Court judge who already had appropriated that name for his sentencing project for youthful offenders found guilty of drinking violations. Instead, we adopted the title, “Did You Know?”

Like other social norms marketing campaigns, ours was based on several assumptions: 1) students tend to drink to the level they believe their peers are drinking, 2) most students over-perceive the frequency and amount of peers’ drinking, 3) these over-perceptions contribute to underage and heavy drinking. Social norming theory holds that correcting the over-perceptions is likely to reduce student alcohol consumption, especially heavy drinking.

Throughout the two years of the campaign, a number of social marketing channels were used. These included all channels stated in the project proposal, plus several others.

- **Posters.** In both years of the campaign, each residence hall room contained a large, colorful poster when students arrived on campus at the beginning of fall semester. The poster included three social norming messages, as well as 101 alcohol-free ways to have fun in Chico and a list of key campus and community telephone numbers. Other *Did You Know* posters were displayed on a rotating basis in residence halls hallways and on bulletin boards across campus. The poster followed a common design, which was gradually improved through the course of the project. A total of 4,700 posters were printed and posted throughout the two years of the project. Twelve different poster versions were used.
- Students were rewarded for keeping posters up in their rooms through \$5.00 gift certificates presented by residence hall advisers who randomly knocked on doors. Some of these were purchased with project funds for redemption at the campus bookstore or a nearby campus restaurant. Others were given to the project by that restaurant.
- Social norming messages were based on data from our spring 2000, 2001, and 2002 Core Surveys. Examples of messages used in posters and other social marketing channels were:
 - Most Chico State students drink 0-2 times per week.
 - Most Chico State students consume 0-5 drinks per week.
 - Most Chico State students drink 0-4 drinks at off-campus parties.
 - Most Chico State students had 4 or fewer drinks the last time they drank with other students.
 - Most Chico State students avoid party games.
 - Most Chico State students over-estimate how much other students drink.
 - At Chico State, A students drink half as many drinks per week as C students.

- **Student Newspaper Ads.** Project funds also were used to place quarter-page ads in the campus weekly newspaper 15 times each semester. There were 60 ads over two years. These contained the same messages noted as posters, and the ad designs were similar to those posters.
- **Screen Savers.** With assistance from campus computer consultants, we installed screen savers in nearly all student computing labs across campus totaling several hundred stations, including those in residence halls, in the campus library, and in academic computing labs. The screen savers were designed to show three rotating social norming messages. In those labs with Macsand in the central library labs where screen savers seldom appear due to near-constant computer use—we installed mouse pads instead of screen savers.
- **Mouse pads.** Through the two years of the project, we printed a total of 2,000 mouse pads with social norming messages for use in student computing labs. We also periodically distributed these to participants in our *Wanna Know* campaign, which is described later in this section. Thus, they were also used at many private computer stations. Like screen savers, mouse pads will continue to be used across campus well beyond the two-year life of this project
- **Table Tent Cards.** Beginning in spring 2003, we printed a total of 300 table tent cards for use on tables in the residence hall dining rooms. Each tent card contained a single social norming message. At any given time, approximately 75 of these appeared on tables. Tent cards with new messages rotated approximately every two or three weeks.
- **E-Mails.** At the outset of the project, we sent social norming messages several times through campus announcements to all students. However, our December 2001 focus groups and other feedback from students clearly revealed this was not an effective channel, since few students seem to read to campus-wide e-mail announcements, so this channel was discontinued after the project's first semester.
- **T-Shirts.** The message, "Most students underestimate how much other students drink", was printed on the back of beige t-shirts distributed to participants in the *Wanna Know* interviews/breath tests. The front contained the chemical formula of alcohol in a colorful design with the *Wanna Know* logo above. The back read, "Most Chico State students overestimate how much other students drink." A total of 1,973 such shirts were printed and distributed. A second type of t-shirt was given to those whose breath test measured .00. The front read "How low can you blow?" The back read, "I blew .00." This black shirt with white lettering, 450 of which were distributed, was a great hit.
- **Water Bottles.** An alternative to the t-shirt was a filled water bottle with the *Wanna Know* logo and the message, "Most Chico State students overestimate how much other students drink." We purchased 1,050 of these and distributed nearly all.
- **Brochures.** Social norming messages were included in a handsome brochure distributed to all *Wanna Know* participants and placed elsewhere across campus. A total of 3,200 brochures were printed throughout the two years of the project. Some will continue to be used beyond the life of the project.
- **Other CADEC Printed Materials.** Social norming messages were included in a variety of materials printed and distributed in cooperation with CADEC. Included were 21st birthday cards sent to all students, handouts related to special events such as Halloween and St. Patrick's Day, materials distributed to new students at Summer Orientation and Getting Connected, alcohol poisoning cards and posters, and materials distributed and discussed at remedial alcohol

education classes for students who had violated residence hall no-drinking and no-drug rules.

- **Other Presentations and Materials for Incoming Students.** Social norming messages also reached new students through materials provided to outreach staff for conversations with high school counselors, new parents, and new and prospective students. The social norming theme also was included in letters to new students from the residence halls, from the Vice President for Student Affairs, and from the President. The President also referred to social norms messages during his annual convocation with new students. CADEC and project staff made presentations with social norming themes to new parents and new students during Summer Orientation.

The second component of our U. S. Department of Education-funded project involved anonymous, voluntary interviews/ breath tests among a random sample of first-year students (age 18 or over) who were returning to their rooms on a random sample of weekend nights per semester between fall 2001 and spring 2003. This was called the *Wanna Know* campaign

Between 10:30 pm and 2:30 am on each of the selected nights, three teams (two student team members and one emergency room RN) were located along commonly used pedestrian routes as students returned to their residence halls. The first student to come along at five-minute intervals was selected to participate. The human subjects instructions, interviews, breath tests, and post-interview send-offs with written materials (BAC level, social norming packet, list of laws and penalties, and alcohol poisoning information) took about seven minutes during the first semester and about four minutes thereafter, after we refined and shortened the interview. Each team was expected to complete

20 interview/breath tests each night. Also present each night were the Project Director or Project Coordinator and the Nurse Supervisor.

In year one, we completed 1,419 interviews/ breath tests during 26 nights. One hundred five of these were discarded because we determined they were not freshmen as required by the protocol. To avoid this likelihood, we began after the first semester to include only freshmen, who reported they were age 18 or 19. This left a usable year-one sample size of 1,314. During year two, we completed 1,215 interviews/ breath tests during 25 nights.

Did the *Did You Know* and *Wanna Know* campaigns reduce underage drinking, especially episodic heavy drinking, among first-year students? We cannot differentiate the effects of the two campaigns(or still other campus policies or programs) on rates of drinking. Still it is worth noting the combined effects.

First, we compared first-year students' responses to Core surveys in spring 2000 and spring 2001 with those in spring 2003. Students took the surveys in randomly selected classes across the campus. Students at all class levels were included in the surveys. We switched from 2000 to 2001 on some of the "pre" questions because they were not included in 2000. We selected out first-year students for this analysis. See Table 2 for the results.

The above data show that on most measures, first-year students showed less drinking in 2003 than at the two earlier points in time. The exceptions were last- 30-days drinking and frequent episodic heavy drinking. All others showed positive progress.

The second type of data was interview and breath-test data from the *Wanna Know* campaign. The findings are presented in Table 3.

Table 2
Changes in First-Year Student Drinking Patterns

Question	2000	2003
N	(207)	(260)
Drank in last year	91%	86%
Drank in last 30 days	82%	84%
Mean drinks per week	10.1	9.1
Drank 5 or more in a row at least once in last 2 weeks	67%	61%
Drank 5 or more in a row 3 or more times during last 2 weeks	41%	41%
Mean drinks last time drank socially with other students	6.1	5.9
Mean drinks at party and bars	5.0	4.7
Mean drinks at off-campus parties (among those who attend)	5.9	5.4

Table 3
Interview and Breath-Test Data from the *Wanna Know* Campaign

Question	2001-2002	2002-2003
N	1314	1218
Reported having drink today	80%	72%
Reported drinking 5+ drinks today	65%	44%
Mean drinks reported today	6.8	5.8
% blood alcohol level over .00	74%	63%
% blood alcohol level .10 or higher	32%	23%
Mean blood alcohol leve	.07	.06

On each of these *Wanna Know* measures, first-year students who participated in the interviews and breath tests showed less drinking in year two than in year one of the campaign. Again, conclusions must be drawn with caution. It is possible this positive change pattern would have happened without either campaign. They might have resulted from other prevention policies or programs at the campus. It could be the *Did You Know* campaign made the difference. It could be the *Wanna Know* interviews and breath tests caused the change. Assuming these are real changes, they are probably the result of a combination of influences. Whatever the

cause(s), it is promising that first-year students appear to be drinking less and less often.

Presidential Statements

It became clear to president Esteban that in order to institutionalize a strategy to combat a culture of excessive drinking every person at the university and throughout the community needed to understand that a common front was needed. Faculty, staff, alumni, community leaders and students leaders, all had to recognize that there existed a serious problem and that each person had to help make the problem public and help find solutions. The president also realized that he had to demonstrate

leadership. Consequently, he used every single opportunity when addressing students, parents, faculty, staff, and community leaders to address the nature of the problem in constructive ways. . Although not labeled as such, his approach reflected an environmental management strategy. Here are two examples of speeches he delivered to the university community. At his 2001 convocation he said:

“The tragic deaths of some of our students in the past several years that have resulted as a direct consequence of excessive drinking have forced me to pay special attention to the problem of high-risk drinking. I hope you will all join me in dealing with this problem. Our studies show that most CSU, Chico students who drink do so responsibly most of the time. My work last year on the Chancellor’s Committee on Alcohol Policies and Programs has underscored the fact that our alcohol abuse prevention efforts have been well ahead of most other campuses. CADEC, our Campus Alcohol and Drug Education Center, has done a truly outstanding job for many years.

Yet, we must and will do more.

Through new state and federal grants to this campus, we will intensify both our educational and enforcement efforts this year, in cooperation with the wider Chico community. We are thoroughly examining our existing policies and programs in light of recommendations from the Chancellor’s Alcohol Committee. We will continue to work closely with Greek organizations and other student organizations to ensure they do a better job of self-regulating their own conduct.

Faculty can play a key part in this multi-faceted effort. Here are some of the ways you can help.

1. You can do everything possible to academically engage your students, especially first-year freshmen, during the first weeks of school. One of our preliminary studies shows many freshmen spend too little time studying during this critical period. I suspect learning suffers and drinking is made too easy. I hope you will

help change this bad habit early by administering more quizzes, written assignments, and attendance requirements during these early weeks.

2. You can maintain high academic expectations throughout the semester, especially on Fridays and around holidays like Halloween. Studies elsewhere show that the more students spend studying, the less they consume alcohol.
3. You can help educate your students about alcohol and drugs from the perspective of your own discipline, if this is applicable to your field.
4. Where appropriate, you can invite to your classes guest speakers from CADEC and other campus units to help inform students about alcohol issues.
5. You can become more sensitive to the early warning signs of alcohol abuse among your students and about appropriate actions you can take. Again, CADEC can help.
6. When the issue of alcohol does come up with your students, you can tell them that most students here over-perceive the amount of drinking among their peers, a fact that is supported by random-sample surveys of our students each of the last two years. There is increasing evidence nationwide that students tend to orient their drinking to these false standards and that correcting their misperceptions reduces consumption. Our new federal grant will help us strengthen our CADEC campaign to help with this corrective effort through social marketing.
7. We should all stop referring, even in humor, to Chico State as a “party school.” Such references simply perpetuate an outdated image, normalize alcohol abuse, and demean the high academic quality of this institution.

Working together, we can continue to create a campus climate that encourages and supports academic involvement, healthy lifestyle choices, and responsible drinking among our students, especially those who are under-age and those who drink excessively.”

In 2002, President Esteban felt the need once again to broach the topic of excessive drinking

in his fall convocation speech to faculty and staff:

“There is something that continues to worry me a great deal — and this is the use and abuse of drugs and alcohol by a substantial percentage of our students, primarily our freshmen. This is not a problem unique to CSU, Chico. It is certainly not a problem that generates easy solutions. We probably do more to combat this situation than most campuses in the United States.

We have 1) peer education programs, 2) outside-the-classroom education programs, 3) Saturday substance seminars, 4) Alcohol 101, a class to educate students in Freshman University Life classes, 5) a social norming campaign, 6) Chico Safe Rides, 7) fun without alcohol fairs, 8) alcohol-free Halloween parties, 9) St. Patrick’s Day breakfast and fun runs, 10) National Collegiate Alcohol Awareness Week activities, 11) first-year survivor workshop series, 12) 21st birthday card campaign, 13) alcohol poisoning awareness campaign, and 14) summer orientation, among many other programs.

And, this past academic year, we instituted additional programs to better educate students and to engage them in activities which provide alternatives to drinking. I am very proud of the manner in which so many answered my call last year for greater attention to this serious problem.

For instance, the Recreational Sports Program has required each of the club sports teams to develop and implement their own team alcohol policy in order for the teams to compete and requires all teams members to attend and complete an alcohol awareness training session to be able to play. University Housing has improved its compensation package in order to attract and hire older, more experienced residence hall advisers, has also committed \$15,000 for activities that are direct alternatives to alcohol, and has established the Whitney Hall Theme Floors. They are designed to expand the Housing thematic living experience for students. The new theme floors are Community Service, Recreational Sports, Leadership, and Adventure Outings. The IFC fraternities have agreed to postpone the rushing of first-time freshmen until

the second semester. I hope that sororities will agree to do the same. A new policy was adopted that requires all student organizations to have an alcohol policy on file with the university to receive official recognition. This policy enables the club to self-govern their members in the event they violate the policy.

We have just received word that CSU, Chico is one of 8 campuses selected to receive a grant from the California Office of Traffic Safety to expand our program to combat the abuse of alcohol. This \$80,000 grant will be coordinated by the Office of Student Affairs.

I want to recognize the officers of last year’s A.S., President ____ and Vice President ____ in particular, for their leadership and cooperation in the fight against alcohol. They created the position of Coordinator of Night and Weekend Programming and spent \$20,000 to sponsor alcohol-free activities. I am very pleased to report that, under ____ presidency, the A.S. has doubled this amount to \$40,000.

Continued hard work by people across the university, including and particularly our own students, and in the community is what ultimately will make the difference. I was very heartened to find that last year virtually all of the colleges began serious discussions about drug and alcohol abuse worked with student organizations and advisers to alert them to our campus’ policies, sought to provide healthy alternatives to drinking, and included discussions of drug and alcohol abuse in course materials.

I am also very pleased to note that some faculty are involving their students in the fight against alcohol abuse. Under the leadership of Professor ____, the Marketing Association Alcohol Awareness Team made very effective presentations to the 7th grade health classes at Marsh Junior High.

I have asked the three vice presidents to implement the university drug and alcohol policy, encouraging academic department chairs and other directors to continue discussion with faculty and staff about educational efforts

everyone can undertake. I am very grateful that the campus understands that this problem belongs to everyone and that we must all work together to deal with it. We owe it to our students and we owe it to ourselves.”

The Provost for nine years under President Esteban’s administration served as interim president from August 2003 to February 2004. In fall 2003, he wrote the following column for *Inside Chico State*, in which he explicitly applied the environmental management framework to the campus.

“Alcohol and Drugs: Making Choices

Is there a young person who does not believe she is immortal? Who does not believe that he always has one more chance to get it right? Holding these beliefs too often leads to risky behavior and poor choices. Every minute of every day we all make choices. Students choose whether to study or to hang out with friends, to go to class or to drink. Sometimes their choices put themselves and others at risk, and sometimes their choices lead to academic failure. One of our obligations as a university is to help students grow intellectually and emotionally so that they can make wise choices. We can assist them in this growth process in a very important way: we can ask them to assume responsibility for their actions.

Earlier this year, I asked our students to "get smart, get help, or get out." My intention was, and is, to send a clear and unequivocal message about the consequences of engaging in high-risk drinking. I want to assure that our policies are clear and that our goal of student success and safety is clear. I also want to make it clear that the consequence of a violation of university policies will lead to dismissal. This is not a new goal for the university. What is new is the focus on the first-year experience and how alcohol and drug abuse is linked to academic failure and success. This fall, all vice presidential units have been engaged in a discussion about the link between reduced high-risk drinking and academic success.

We are not alone in our struggles to curb alcohol abuse. It is a national curse. Recent data show

that in a one-month period, 20% of 8th graders and 50% of 12th graders report they had a drink. Even worse, in a two-week period, 30 % of all high school seniors report they have engaged in binge drinking (five or more drinks at one time). It is estimated that it costs the United States \$53 billion a year to respond to drunken behavior and violent crimes relating to adolescent drinking. By the time students go off to college, many of them are already abusing alcohol. When they come to campuses like ours, they are far from home, sometimes lonely and unsure of themselves. In these circumstances, it is especially important to be connected early to academic programs, engaged, mentored, advised, and helped to find alternatives to high-risk behavior.

There is no simple solution to the problem of alcohol abuse, but there are some emerging approaches that bear promise. The most important of these frameworks is referred to as social ecology. It is based on the recognition that one's behavior is shaped by the larger social environment, which is made up of five components, or levels of influence on a person's behavior: the intrapersonal (or individual); interpersonal (group); institutional; community; and the level of public policy. Understanding the framework clarifies the need to approach the problem of alcohol abuse on so many different fronts, and how intertwined the efforts must be.

Let me begin with the first level — the individual or intrapersonal. In an individual approach to alcohol or drug abuse, you outline for students the significant health risks associated with using alcohol. You would, as we have done, provide information about alcohol abuse during freshman orientation, during the first week of classes, and in the residence halls. There is little evidence that just giving people information about the negative consequences of using drugs or alcohol prevents abuse. That is why we begin to combine this approach with the interpersonal or group approach.

The group approach assumes, rightly, that individual behavior is strongly influenced by peers. Therefore, we try to get others (seniors, peer advisers, members of the same social clubs)

to serve as appropriate role models. Our social norms campaign is an example of this kind of approach, because it draws on the knowledge that students routinely overestimate how much their peers drink. The logic is that if they know that most of their peers do not abuse alcohol, then they will not. There is a growing body of literature that argues this strategy is a very important arrow in our quiver of solutions, but it cannot be the only one, because individual and group behaviors take place within and are shaped by larger forces.

The Higher Education Center for Alcohol and Other Drug Prevention suggests a focus on institutional (university) factors, community factors, and public policy. These three factors are tightly woven together, which means that work in just one area will seldom be successful. A good example of what this means is provided by DeJong and Langford, when they note that college communities often send mixed messages about high-risk drinking, and are often inconsistent in applying public policy. Let me provide an example of each. At the institutional level, we would have clear and consistent policies; we would provide evening and weekend alcohol-free events; and students would have rigorous course assignments that would keep them focused on their academic work. These solutions, as DeJong and Langford note, are not sufficient, because students do not live in isolation; they live in community.

In Chico, campus-area merchants promote drink specials and other encouragements to alcohol consumption that erode the message sent on campus. Therefore, community members and the university need to work hand in hand to address high-risk drinking. Finally, in the area of public policy, there must be strong enforcement for violations of underage drinking and related violations, or alcohol abuse prevention programs will not have the intended impact. We are fortunate in Chico that the problem of drug and alcohol abuse is owned by everyone, although we all have more work to do.

DeJong and Langford (2002) note that the work we need to do can best be sorted out by determining whether or not we are trying to: 1)

modify knowledge, attitudes, and behaviors; 2) change the environment; 3) protect the public health; or 4) intervene and treat abusers. For each of these foci, there are five environmental levels, as I noted above. That means, there are at least 20 (4 x 5) different approaches and things to work on when confronting alcohol abuse. The best way to think about what needs to be done by the campus, the community, and public safety officers is to identify the problem we are trying to solve and to generate specific solutions to the problems. Fortunately, we have already established and are carrying out some of the following solutions.

1. Many students have few adult responsibilities and a great deal of unstructured time. Solutions? Provide more recreational programs and alcohol-free activities.
2. Many people believe that drinking to excess is a normal part of the college experience. Solutions? Introduce a social norms campaign; increase faculty-student contact and mentoring.
3. Alcohol is readily available and inexpensive. Solutions? Work with local bar owners to limit specials, days or hours of serving alcohol, and the number of drinks served.
4. Bars, restaurants, and liquor stores use aggressive promotions to target college students. Solutions? Establish a cooperative agreement to institute minimum pricing; limit promotions; ban promotions of alcohol on campus.
5. Campus policies and local, state, and federal laws are not consistently enforced. Solutions? Increase ID checks; use decoy operations; enforce seller penalties.

Any approach to drug and alcohol abuse must be both multifaceted and long term. Our policies must be clear, consistent, and they must have consequences. Education works, but it works within a context of limiting access to alcohol and enforcement of laws and policies. The goal, again, is not to prevent people from drinking or experimenting, but to help them make wise choices. Our colleagues, across the campus and in the community, have been and will continue to work hard on what is a large-scale social

problem. Student Affairs will soon provide the campus with a list of good work being done and an understanding of the problems to be solved. Like the first-year experience program, the three vice presidents are working together to address the larger problem."

It should be apparent from this report that reports, recommendations, and plans are one thing. Implementing them is another. Through the last 15 years, there have plentiful visions, ideas, and promising proposals for models of action. In addition to those reviewed earlier in this report, there were the President's Commission on Student Life, 1990, the Co-Curricular Task Forces of 1998?, as well as a Task Force on Residentiality (1992). Space does not permit description of their findings and recommendations. Suffice it to say that, while many did not specifically address alcohol issue, many of the findings and recommendations did focus on environmental factors affecting drinking. These reports further illustrate that environmental change on a college campus is on-going process, extending over many years on many fronts involving a host of campus individuals and units. Here, too, implementation of plans and recommendations requires administrative leadership, persistence, and campus-wide cooperation, and prioritizing of resources.

Campus/Community Coalition

The Chico Youth Alcohol Prevention Coalition (CYAPC) was established in December 2000 to address problems related to "High-risk drinking and unsafe behavior that has resulted in personal harm, the destruction of property, and put the youth of Chico in jeopardy" (quote from founding letter). The Chico community has been addressing the youth alcohol problems to some extent for many years. However, the death of a CSU, Chico freshman in fall 2000, an increase in problems due to alcohol at community events such as Halloween and St. Patrick's Day, and local student-use survey data have recently catalyzed the community to do more.

This coalition of about 50 community leaders was formed at the invitation of the presidents of CSU, Chico and Butte-Glenn Community

College, the mayor, and the president of the Chico Area Chamber of Commerce. It includes youth and adult participants from such organizations as the City of Chico Administration, Chico Police Department, Chico Unified School District, California State University, Chico, Associated Students of Chico State, Butte Community College, the Chico Enterprise-Record, Boys and Girls Club, Butte County District Attorney's Office, Butte County Superior Court, Butte County Behavioral Health, Enloe Hospital, Butte County Office of Education,. Chico Area Recreation District, several churches, several bars and restaurants, Butte County Probation Department, Alcohol Beverage Control, Chamber of Commerce, Downtown Chico Business Association, property managers, Butte County Board of Supervisors, Chico City Council, and the local chapter of the American Heart Association.

The coalition went through an 18-month planning process that included a review of community youth alcohol indicators, identification of community needs and resources related to this challenge, a review of existing programs, a survey of literature for identification of effective programs elsewhere, and a commitment to constructively, cooperatively, and comprehensively address the problem. The process included a series of adult community meetings and several youth meetings that provided community input on the issue. In addition, a coalition steering committee continues to meet bi-monthly.

The coalition adopted an environmental change strategy to reduce underage and youth high-risk drinking. This entailed simultaneously, comprehensively, and cooperatively addressing a number of community factors likely to influence teen and youth drinking. This has involved intense and continuing cooperation among the public schools, the two institutions of higher education, the business community, county and city government including law enforcement, the medical community, volunteer service organizations such as Rotary, youth-serving organizations such as the Boys and Girls Club, local media, and other community coalitions such as Healthy Chico Youth.

This campus-community coalition played a key role in the City of Chico's decision to downsize the downtown Halloween and St. Patrick's Day celebrations as described earlier. Attention also turned to downsizing the annual Labor Day Sacramento River float which in recent years had attracted as many as 25,000 youth. The coalition also stimulated a community-wide open forum for parents of Chico area youth on underage drinking.

Key to success of the coalition was regular meetings by a Steering Committee of about a dozen members of the wider group. This group

continues to meet at least quarterly to share information and decide on next steps.

Have We Made a Difference?

Core Survey results between 2000 and 2003 reveal no meaningful change in drinking patterns at CSU, Chico (see Table 4). It appears that despite our best efforts at the time, little progress has been made in overall student alcohol consumption or in episodic heavy drinking. We noted earlier that we did seem to make only slight progress in reducing underage (freshmen) drinking. These data suggest the campus needs greater effectiveness in the future in addressing student alcohol abuse.

Table 4
Core Survey Results Between 2000 and 2003 Showing Changes in Drinking Patterns at CSU, Chico

CORE SURVEYS*	2000	2001	2002	2003
N	1192	874	1250	1216
% Drank Past Year	93		90	92
% Drank Past 30 Days	85		82	84
Mean Drinks Per Week	8.23		7.73	8.45
Median Drinks Per Week	5		4	5
% Drank 5+ At Least Once Past 2 Weeks	59	57	56	60
% Drank 5+ 3 or More Times Past 2 Weeks	33	33	30	34
Mean Drinks Last Time Drank With Other Students		5.46		5.41
Median Drinks Last Time Drank With Other Students		5		5
Mean Drinks At Parties and Bars		4.72		4.63
Median Drinks At Parties and Bars		4		4
Mean Drinks at Off-Campus Parties (Among Those Who Attend)		5.35		5.17
Median Drinks at Off-Campus Parties (Among Those Who Attend)		5		5

*Blank cells mean no data were collected on that variable in that year.

Examples of Components of Social Ecology Model

As we have noted throughout the report, the social ecology model of prevention is highly useful as a framework for understanding and guiding comprehensive alcohol prevention efforts. Prevention efforts at CSU, Chico for many years have focused on a wide range of targets, some individual, others environmental. Although we did not explicitly use the social ecology framework, we did consciously seek to influence individual students directly and indirectly toward healthier choices. Drawing

from the preceding sections, we set forth below examples of prevention efforts on this campus within each of the social ecology categories set forth by DeJong and Langford.

- **Change knowledge, attitudes, and behavioral intentions related to drinking (individual-focused strategy)**
 - CADEC lectures to academic classes (including freshman University Life course) on risks of alcohol abuse

- Survivor series in residence halls, including component on alcohol awareness
- Alcohol and drug awareness forums, open to entire campus
- *Wanna Know* campaign (voluntary, anonymous interviews and breath tests for first-year students returning to residence halls late on weekend nights)
- Distribution of alcohol awareness brochures posters in residence hall rooms
- Online course on alcohol awareness
- **Eliminate or modify environmental factors contributing to underage or heavy drinking (environmental management strategy)**
 - Non-alcoholic options in campus and community
 - Recreation sports programs
 - Student Union concerts, comedians, films
 - Free tickets to athletic events
 - Adventure Outings off-campus weekend trips
 - St. Patrick Day morning fun-run and pancake feed
 - All-night Frightfest Halloween dance and concert at student union
 - Ballroom dance classes on weekend nights
 - Recreation facilities (lighted running track, basketball courts, soccer/frisbee fields open late at night, including weekends)
 - Health-promoting norms in social, academic, and residential environments
 - Social norms marketing campaign
 - Wellness promotion tables, posters, forums
 - Academic clubs
 - Fun Without Alcohol Fair
 - Promotion of intramural sports as alternative
 - Restrict on- and off-campus marketing of alcoholic beverages
 - Student newspaper ban on drink specials ads
 - Ban on alcohol sponsorship or advertising at athletic facilities and events
- Student bookstore banned marketing of shot glasses, beer mugs, etc
- Shame directed by university leaders toward bars with blatant marketing of drink specials
- Ban on posting of drink special, other alcohol-related posters and flyers on kiosks
- Limit alcohol availability on- and off-campus
 - Alcohol-free in student union retail outlets
 - Alcohol permitted for campus functions only with approved permit
 - City decisions to not issue permits for additional bars near campus
- Develop and enforce campus policies and local, state, and federal laws
 - State Alcohol Beverage Control agency stiffens enforcement of underage alcohol sales in bars, off-sale outlets
 - Student organizations must submit signed alcohol policy to be recognized by university
 - Alcohol-free residence halls, with stiff sanctions for violations
 - Cooperation between campus and community policy makers and police to strictly enforce minors-in-possession, open-container laws, and drunk-in-public laws on and near campus
- **Reduce short-term harm from alcohol consumption**
 - Chico Safe Rides (free rides home at night)
 - Alcohol poisoning information posters, flyers, brochures
 - 21st birthday card with alcohol warnings
- **Treat students who show evidence of problem drinking, including addiction**
 - Individual alcohol assessments and referrals by CADEC
 - Counseling and referrals by Psychological Counseling Center and by Student Health Service
 - Alcohol Anonymous meetings on campus

Lessons and Recommendations

We have seen that before and during my (Esteban) ten-year term as president, a number of plans were developed at California State University, Chico to combat underage and episodic heavy drinking. From these a host of promising programs to combat alcohol abuse were instituted, from good policies to timely referrals, to enforcement, to counseling, to training, to education. We have made progress. But our success has been mixed. Here are some of the lessons we have learned.

1. It is clear that an integrated, comprehensive long-term program focusing both on individual and environmental factors was never fully implemented. Until very recently, the one approach given most support by the institution was individual-targeted alcohol education through the Campus Alcohol and Drug Education Center (CADEC). We learned that individual-focused alcohol education by itself is not very effective. Broader efforts were never fully institutionalized, with prevention remaining the domain of a small group of dedicated individuals, mostly in student affairs and a few committed faculty.

2. Alcohol abuse prevention cannot be fought “on the cheap.” It is clear that, other than the limited resources we committed to the educational programs of CADEC, we did not budget sufficient resources either on a one-time basis, or worse still, for the long haul.

3. Despite creating a number of task forces over the years, the presidents (Wilson and Esteban) were only partially successful in having the three vice presidents work cooperatively and effectively in implementing the recommended plans. When those who report to the vice presidents fail to see a commitment on the part of the vice presidents, their own commitment is likely to falter.

4. We never succeeded in fully engaging a sufficiently large number of faculty in this effort. This was and continues to be a major flaw in the campus’s prevention efforts.

5. We did not adequately engage student leaders in a comprehensive alcohol abuse prevention effort, especially from the Greek community. Their commitment and involvement is vital.

6. We question whether the alleged benefits of the fraternity and sorority system justify its continuance, given the current nature of Greek culture. Most drinking problems over the years have been associated with fraternities. We believe that, unless Greek organizations (especially fraternities) undergo a major change of culture away from high-risk drinking, the very presence of the Greek system on this campus should be questioned. Of course, the campus and community would still face the challenge of seeking to influence and regulate the conduct of unsanctioned, non-affiliated Greek organizations. This is illustrated, ironically, by the recent death of a fraternity pledge from over-consumption of water during hazing — in a fraternity that several years previously had been denied continued recognition by the university due to a series of alcohol-related offenses. Solutions are not simple.

7. For many years, we mistakenly assumed that prevention efforts could and should be carried out by the campus in isolation from the surrounding community. It has become increasingly clear that the community and the campus must cooperate in the design and implementation of prevention plans.

8. As president, I (Esteban) failed to set specific goals and deadlines and assign these to specific individuals.

9. Efforts to prevent alcohol abuse were never a shared vision and a shared responsibility. It was never fully institutionalized. Unless it becomes fully institutionalized, efforts to reduce and prevent alcohol abuse will move in spurts, spurts that are stimulated, unfortunately, by the alcohol-caused death of students.

10. It became increasingly clear over the years that a comprehensive, integrated prevention approach must include consistent, strong enforcement of campus rules (especially in

residence halls) and community laws. This reality must be made crystal clear to first-year and transfer students even before they arrive.

11. This university, like many others, faces the continuing public relations challenge of conveying to the public, prospective parents, and incoming students that this is indeed a quality learning environment and that most students drink responsibly most of the time (or don't drink at all). The message must be repeatedly sent to new students that it is not necessary to engage in high-risk or heavy drinking to belong or have fun at this university.

12. The president must be the most visible and vocal champion and advocate of prevention efforts. This advocacy must be present from the first day of his/her presidency and must be unflinching. It cannot be stimulated, as I am sorry to admit (Esteban), by the tragic, alcohol-caused death of a student.

13. One of the worst things a president ever has to do is to call a student's parents to inform them of their son or daughter's death. This alone should encourage presidents to push their institutions into having a comprehensive and integrated plan to deal with the scourge of alcohol abuse.

These lessons from our own painful experiences lead us to agree with the recommendations for developing and comprehensive and integrated strategic plans proposed by Gail Gleason Milgram and David S. Anderson in their *Action Planner: Steps for Developing a Comprehensive Campus Alcohol Abuse Prevention Program* (Milgram & Anderson, 2000).

1. Create a task force. It is essential that the members of the task force be influential members representing key stakeholders and constituencies. Among those are top administrators (possibly including the president of the institution), student leaders (including those heading Greek organizations), residence-life personnel, security officers, faculty leaders, parents, alumni, and community leaders.

2. Determine from the outset the general principles that will guide the work of the task force. These principles need to be well defined, must avoid conflicting messages, must be unambiguous, and must indicate the desired outcomes. They also need to be reviewed periodically to ensure that the action plans that emanate from them achieve the intended purpose and are well understood by all constituencies. The most important principle is this:

Student alcohol abuse is a multi-causal problem, the result of a host of influences, including societal context, family background, attitudes and values, community context, and curricular and co-curricular factors on the campus. Therefore, prevention programs must be comprehensive, focusing both on students' own attitudes and on environmental influences within the institution's control in the community and campus. The social ecology framework with its focus on the individual and on environmental management is very useful for guiding such efforts.

3. Articulate a clear vision and a set of goals that spring naturally from the general principles.

4. Prioritize the short- and long-term actions to be taken. It is critical to set deadlines for these actions, to assign them to specific individuals, and to make these individuals accountable for their success or failure.

5. Allocate sufficient funding to implement these actions. Plans and visionary thinking are well and good but mean little unless backed up with adequate resources to get the job done.

6. Ensure that there is a system in place to monitor and assess the progress of the strategic plan and the defined action plan. Perhaps the best location to conduct this type of assessment is in the office of institutional research. Such assessment must be data-based. It cannot be founded on hunches or anecdotes. These data should include local studies and these should be measured against well-established benchmarking national studies.

7. Coordinate the work of all the sub-groups constituting the task force so that it is clear that the campaign against alcohol abuse is the responsibility of everyone within the institution and the broader community.

8. Institutionalize the program so that a) it will always function effectively through top administrative transitions, b) the importance of the program with all university constituencies including students, faculty, staff, alumni, parents, and community is clearly established, c) the program is viewed as so essential and integral to the mission of the university as to ensure that the university always provides the necessary funds and resources needed to run the program effectively.

9. Market the vision and goals of the program to both internal and external constituencies to ensure that their core nature within the strategic plan of the university is universally known and understood; and

10. Make certain that the president of the university is seen as the chief proponent and champion of the alcohol abuse prevention and educational program.

As important as is the strategic plan and the work of the task force, the success of such a program is in its implementation. The fight against alcohol abuse among students must become part of the culture of the institution. As such,

1. The curriculum must reflect this reality. Faculty, whose mission and dedication is facilitating knowledge acquisition by their students must believe sincerely that students cannot learn effectively at all if they come to class impaired or fail to come because of illness related to the abuse of alcohol.

2. The fight against alcohol abuse cannot be seen as the domain and responsibility of just a few "experts", a situation, which often occurs at many campuses, either from the outset or gradually as many lose interest in this constant effort.

3. This effort cannot be seen as a passing phase. It is long-term campaign, not just a series of battles. It is an unending problem as every four years or so there is a new generation of students that must be educated and influenced.

4. No plan will be successful unless the lines of demarcation between and among vice presidents disappear and everyone, regardless of who they report to or to what area within the university they belong, works cooperatively. The silos or territorial-wall mentality that often defines the structural and administrative divisions in a college or university must be set aside. Most effort to combat alcohol abuse.

5. Student residence directors and all those who work directly with students in residence halls must take the issue of alcohol abuse very seriously. Unfortunately, many employees are themselves not much older than the student residents and thus have little authority over their charges and often proffer the rules and regulations governing alcohol use and possession but do it with a permissive wink. One possible way to address this problem would be to require campus housing employees to be older, better paid, and made more accountable.

6. Faculty must become actively involved. Faculty represent probably the most effective weapon against student alcohol abuse because they have tremendous influence on their students. Besides, faculty are generally committed to teaching. Because students learn best when they are alert and unaffected by the negative consequences of the abuse of alcohol, it is in the faculty's best interest to educate students about the harmful consequences related to alcohol. Unfortunately, with the exception of a small number of professors, faculty do not perceive it as their responsibility to make room in their curriculum or class time to deal with this serious problem. Yet, without their participation, it is unlikely that any plan to deal with this curse can ever be fully successful.

7. If the campus is located in a small town, it is essential to bring the decision makers of the community into the discussion from the outset

and seek their active participation in finding solutions to the problem.

8. Any program such as this must have an influential and well-respected member of the university community who is going to be directly responsible for its implementation. This person must have the full support of the president and the vice presidents must work closely and cooperatively with this individual so those who report to the various vice presidents

understand that they will be evaluated in part on the basis of their commitment to the campaign against alcohol abuse and their efforts to make the program successful.

If the above guidelines are followed and their underlying principles become institutionalized, there is little doubt that college and university campuses will likely make positive progress toward reducing alcohol abuse among their students over the long run.

References

- Milgram, G. G., & Anderson, D. S. (2000) Action planner: Steps for developing a comprehensive campus alcohol abuse prevention program. *Chico Record*, May 16, 1919, 5
- DeJong, W., & Langford, L. M. (2002). A typology for campus-based alcohol prevention: Moving toward environmental management strategies. *Journal of Studies on Alcohol*, Supplement No. 14, 140-147.
- DeJong, W., Vince-Whitman, C., Colthurst, T., Cretella, M., Gilbreath, M. Rosati, M., and Zweig, K. (1998). *Environmental management: A comprehensive Strategy for reducing alcohol and other drug use on college campuses*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, U. S. Department of Education.
- Engs, R. C., Diebold, B. A., & Hanson, D. J. (1996). The drinking patterns and problems of a national sample of college students, 1994. *Journal of Alcohol and Drug Education*, 41(3), 13-33.
- Johannessen, K. (2003). A practitioner's perspective. *The Report on Social Norms*, 2(8), 4-5.
- Johnston, L. D., O'Malley, P. M., & Bachman, J. G. (1988). *Illicit drug use, smoking, and drinking by America's high school students, college students, and young adults*. Rockville, MD: National institute on Drug Abuse. DHHS Publication No. (adm) 89-1602.
- Knight, J. R., Wechsler, H., Juo, M., Seibring, M., Weitzman, E. R., Schuckit, M. A. (2002). Alcohol abuse and dependence among U.S. college students. *Journal of Studies on Alcohol*, 63, 35-44.
- Meyer, M. D. S. (2001). *Chico State's pioneer days, 1919-1987: Imagining the "good old days."* (Unpublished Master's Thesis, California State University, Chico)
- Presley, C. A., Meilman, P. W., Cashin, J. R. (1996). *Alcohol and drugs on American college campuses: Use, consequences and perceptions of the campus environment*, Vol. IV: 1992-1994. Carbondale, IL: Core Institute, Southern Illinois University.
- Presley, C. A. A., Meilman, P. W., Cashin J. R., Lyerla, R. (1996). *Alcohol and drugs on American college campuses: Use, consequences and perceptions of the campus environment*. Vol. III: 1991-1992. Carbondale, IL: Core Institute, Southern Illinois University.
- Rachel, J. V., Maisto, S. A., Guess, L. L., & Hubbard, R. L. (1981). Alcohol misuse among adolescents. *Alcohol and Use Facts for Planning*, 4, 26-33.
- Stokols, D. (1996). Translating social ecological theory into guidelines for community health promotion. *American Journal of Health Promotion*, 10, 282-298.
- Task Force on College Drinking, National Advisory Council on Alcohol Abuse and Alcoholism. (2002). *Final report of the panel on prevention and treatment. How to reduce high-risk college drinking: Use proven strategies, fill research gaps*.
- Wechsler, H., Davenport, A., Dowdall, G., Moeykens, B., Castillo, S. (1994). Health and behavioral consequences of binge drinking in college: A national survey of students at 140 campuses. *Journal of the American Medical Association*, 272, 1672-1677.
- Wechsler, H., Joeykins, B., Davenport, A., Castillo, S., & Hansen, J. (1995). The adverse impact of heavy episodic drinkers on other college students. *Journal of Studies on Alcohol*, 56, 628-634.

- Wechsler, H., Dowdall, G., Maenner, G., Gledhill-Hoyt, J., & Lee, H. (1998). Changes in binge drinking and related problems among American college students between 1993 and 1997. *Journal of American College Health*, 47, 57-68.
- Wechsler, H., Lee, J. E., Nelson, T. F., & Juo, M. (2000). Underage college students' drinking behavior, access to alcohol, and the influence of deterrence policies: Finding from the Harvard School of Public Health College Alcohol Study. *Journal of American College Health*, 50(4), 223-236.
- Wechsler, H., Lee, J. E., & Kuo, M. (2002). Trends in college binge drinking during a period of increased prevention efforts: Findings from four Harvard School of Public Health College Alcohol Study surveys, 1993-2001. *Journal of American College Health*, 50(5), 203-217.

Acknowledgements

Some of the research reported in this article was supported by U.S. Department of Education grant number S184H010089. The views expressed here those of the authors and do not necessarily reflect the official position of the Department of Education.

Author Information

Manuel A. Esteban, Ph.D.
President Emeritus
California State University, Chico
Ph. 530-898-4388
E-Mail: mesteban@csuchico.edu

Walt Schafer, Ph.D.
Professor Emeritus
Department of Sociology
California State University, Chico
Ph. 530-343-6857
E-Mail: wschafer@mail.csuchico.edu

Appendix A

Undercover Report

Abuse of alcohol was not the only concern the CSU, Chico administration worried about. The use and abuse of drugs by students were also a serious preoccupation. In fact, in response to the concerns expressed by some students and parents that the residence halls were the site of not only serious use, but sales of drugs, housing and the University Police, at the beginning of the fall 1996 semester, sought permission from the university president to conduct an investigation into the drug dealing that they believed was a threat to the learning and living environment of the university. A 23- year-old undercover officer was "planted" in the largest residence hall. Based on the intelligence gathered by this officer over a two and a half month period, a team of highly trained police officers from the Chico campus and members of the California State University Critical Response Unit arrested ten students on a variety of marijuana sales and possession charges.

The reaction was predictable. Many parents, students, and community members praised the administration for taking an active role and sending a clear message. But there were also students, parents, faculty, and community members who criticized severely the administration for what they viewed as a heavy-handed approach and a violation of students' privacy rights. The day after the raid, about 30 students invaded the office of the president and brought TV cameras with them to document their "meeting" with the president. The Office of the President received phone calls, letters, and countless e-mail messages. Most expressed support but a very significant number condemned the decision. People from all over the country who believe in the decriminalization of drugs sent the president e-mail messages deploring the tactics used against the students and asking for the immediate termination of the president. Those critical of the decision to carry out a sting operation predicted that CSU, Chico's reputation would be greatly tarnished and students would stay away.

Some of the ten students arrested were expelled from the university after due process. Others went unpunished. The university's case was seriously damaged and the district attorney decided not to prosecute citing "improprieties" committed by the undercover police officer. The officer had admitted to providing alcohol to underage college students and to dating a female student from the residence hall.

What lessons did we learn?

The university police should have been more careful about the selection of the undercover agent. He was a recent graduate from a police academy and did not have sufficient experience or the necessary professionalism to carry out the assignment. The inappropriateness of his behavior not only gave a black eye to the university but allowed a number of students guilty of drug trafficking to walk away without legal consequences.

Despite obvious mistakes, it was necessary to do something about the use and peddling of drugs in our residence halls. As a university we wanted to send a clear message to students that drug trafficking would not be tolerated. We also wanted parents to know that the university was vigilant and cared about the safety of their sons and daughters.

Our enrollment did not go down, as many critics had predicted; it increased. It is clear that many parents approved of the drug bust, understood that the university cared about the welfare of its students and regarded the campus as a safer place.

Appendix B
Fall 2001 Prevention Plan
California State University, Chico
Plan For Reducing Student Alcohol Abuse
Fall 2001

Introduction

The university is concerned about alcohol abuse within its student body, a problem that is tragically illustrated by the alcohol-induced deaths of several students during recent years. The extent of the challenge is further documented by survey data and other indexes of student behavior. The university is committed to doing all we can to assure the health and safety of our students, thereby enhancing their quality of their educational experiences.

This plan has generated intense deliberations by university administrators, faculty, staff, and students as we have sought to strengthen our alcohol-abuse prevention efforts. We expect to revise and improve the plan periodically in response to new ideas and accumulate experience. For example, the President's Committee on Alcohol and Drug Abuse during fall semester 2001 will review existing policies and programs and will recommend needed changes on this campus in response to recommendations from the Chancellor's Committee on Alcohol Policies and Programs.

Description of the Problem

Alcohol abuse among college students, many of whom are under the minimum legal drinking age, is a major health problem on college campuses with serious negative consequences for individual drinkers, those around them, and the college environment. National surveys have consistently found that the prevalence of periodic heavy or high-risk drinking (indicated by self-reports of consuming five or more drinks on a single occasion) is greater among young adults than other age groups. The campus-wide Core Drug and Alcohol Survey of 1192 CSU, Chico students during spring 2000 indicated that our students reported engaging in high-risk drinking significantly more often than the national average for college students. Specifically, 59% of CSU, Chico students reported engaging in high-risk drinking at least once during the last two weeks, compared with 47% of students nationally. The rate of underage drinking was also significantly higher here than the national average, owing in part to the residential nature of this campus.

Within the first six weeks of fall 1999, law enforcement issued 472 minor-in-possession citations in the Chico community. During Halloween 2000, police reported ninety arrests, the majority for drunk-in-public violations and alcohol-related fights, two-thirds of which were from individuals from outside of Chico. Alcohol poisonings and alcohol-related injuries are a weekly occurrence at the local hospital emergency room. On Halloween 2000 the hospital treated ten alcohol poisoning cases. According to the Core survey, 21% of our students said they had been hurt or injured in the last year while under the influence of alcohol and/or drugs. And, tragically, five CSU, Chico students have died from alcohol poisoning in the last five years as a result of high-risk drinking off-campus. If students are our highest priority, as stated in the University Strategic Plan, then we must enhance preventive and education efforts to reduce high-risk drinking among CSU, Chico students.

Desired Outcomes of Prevention Plan

Through the Prevention Plan described below, we seek the following outcomes:

- Reduce the percentage of underage students who report consuming alcohol within the last 30 days.
- Reduce the average number of drinks per week reported by our students.

- Reduce the percentage of students who report consuming five or more drinks during the last two weeks.
- Reduce the percentage of CSU, Chico students who report negative personal consequences due to alcohol.
- Reduce the number of alcohol-related incidents in the residence halls, particularly those that result in damage and/or injury.
- Reduce the number of alcohol incidents requiring medical attention.

We believe progress toward these outcome objectives will enhance the health, safety, and educational experiences of CSU, Chico students.

Assumptions

The following assumptions about students and organizations have informed deliberations which produced this prevention plan.

- At all times, students are considered to be adults with full responsibility for their actions and education.
- Changes within the student culture will come only with the full engagement of students.
- As with most complex issues, a single solution will not substantially eliminate the problem of alcohol abuse.
- It is a necessary condition of effective university action that adequate resources be made available for adopted initiatives.
- Programmatic and policy initiatives must be given sufficient time to achieve results, usually measured in years, not weeks or months.
- A university-wide commitment will require that responsibility for the design of interventions and programs and their support, over time, be accepted by major administrative units and departments.
- Goals and actions related to drug and alcohol abuse are part of the Strategic Plan, Priority #1: "To develop high quality learning environments within and outside of the classroom."
- The greater Chico community must be engaged in developing strategies and seeking solutions.

Current Initiatives

Several initiatives, which reflect our long-term interest in this issue, are currently underway.

- The expansion of the BMU has recently been completed. The larger facility, with expanded programming, will provide new opportunities for alcohol-free programs and leisure activity. The facility will have extended weekend and evening hours.
- Additional recreational facilities, which would provide extensive alcohol-free opportunities, has long been an issue. A fee referendum to build a recreation center was defeated during spring 2001. Efforts to plan and fund a viable recreation center will continue.
- Recent collaboration between Recreation Sports and the residence halls has produced a significant increase in freshman participation in intramural and recreational sports. This initiative will continue.
- The Intercollegiate Athletic administration is working with coaches and developing a plan that addresses alcohol concerns regarding student athletes.
- Wildcat Pride, a new student spirit organization, continues to attract students to intercollegiate athletic events, which are alcohol-free activities.

- With the addition of a .5 adviser in Greek affairs, good progress has been noted in the operation of Greek governing bodies and integration into campus life. Continued progress can be anticipated.
- The social norming campaign, designed to correct widespread student over-perception of peers' drinking, will be expanded with additional support from the CSU Chancellor's Office, a grant from the U.S. Department of Education, and additional campus resources.
- The campus-wide Core survey was conducted in 1994, 1996, and 2000. The freshman-only Core survey was conducted in 1997, 1998, and 2000. Campus Alcohol and Drug Education Center (CADEC) staff expect to continue to administer the Core campus-wide survey every spring and the freshman-only survey every fall. These surveys allow the university to better understand student behavior and attitudes, to track patterns of student drinking through time, and to assess alcohol-abuse programs and policies.
- A collaboration with the Chico community to develop strategies for dealing with the problem of alcohol abuse among young people has been initiated. Because students spend much of their time off the campus, the community must be included in any effort to minimize excessive use of alcohol. The overall strategy is to develop partnerships with other institutions and citizens to minimize the excessive use of alcohol.
- A review of the CSU system-wide recommendations (spring 2001) will be conducted during fall 2001 by the President's Advisory Committee on Alcohol and Drug Abuse and by other relevant units.

Goals

Taking into consideration the above information regarding the problem of alcohol abuse, the above assumptions, and current initiatives just described, the following goals were developed for the University Alcohol-Abuse Prevention Plan.

Goal #1: Develop and implement a communication plan for students, faculty, and staff addressing alcohol and safety issues.

Action Plan

- Sharpen specific anti-alcohol messages.
- Create more positive university messages.
- Promote student connections with the University.
- Increase the use of media
- Keep high awareness of CADEC
- Strengthen connections with community.
- Continue high degree of alcohol awareness in residential life.

Goal #2: Develop a class schedule that allows students to maximize progress toward a degree.

Action Plan

- Examine the distribution of classes and report on factors which influence the development of the class schedule.
- Present results of survey from student organizations on class scheduling to Cabinet.

Goal #3: Educate faculty and staff student group advisers regarding substance abuse issues.

Action Plan

- Institute an annual orientation program for organization advisers that outlines information on alcohol use and abuse, as well as other policies and issues.

Goal #4: Encourage faculty to play an active, constructive part in preventing student alcohol abuse.

Action Plan

- Include information on drug and alcohol abuse in New Faculty Orientation.
- Inform faculty about warning signs of student alcohol abuse and about alternatives for dealing with students showing these signs.
- Inform faculty about the goals and strategies of the "Did You Know?" campaign.
- Encourage faculty to maintain high academic expectations, with particular attention to lower-division courses, early weeks of the semester, and Fridays.
- Encourage faculty to focus, where appropriate, on issues related to student culture and student alcohol abuse from the perspective of the relevant discipline.
- Inform faculty and staff about their alcohol-related responsibilities/ liabilities in their out-of-classroom work with student organizations and students.

Goal #5: Provide opportunities for faculty and staff to conduct research on drug and alcohol abuse and to present the results of their research.

Action Plan

- Provide those faculty and staff interested in drug and alcohol research with information on funding opportunities.
- Inform faculty and staff about the opportunity to present research on alcohol and drug abuse during the annual CELT conference.

Goal #6: Develop additional programs and activities for first-year students.

Action Plan

- Move one or two campus-wide spring events to fall to engage first-time freshmen (for instance, Scour and Devour).
- Implement the First-Year Survival Series program in residence halls.
- Expand evening and weekend programming in the new BMU.

Goal #7: Take steps to improve residential hall education, programming, and enforcement activities.

Action Plan

- Set aside funding by University Housing and Food Service to hire or contract through University Police student security staff to walk the residence halls and University Village grounds during

Friday, Saturday, and Sunday early morning hours (1:00 a.m. through 6:00 a.m.) to increase public safety and policy enforcement.

- Through an improved compensation package, increase the age and experience of residence hall advisers.

Goal #8: Inform students and parents about drug and alcohol abuse problems.

Action Plan

- Develop information on drug and alcohol abuse to be presented/distributed at Summer Orientation, Getting Connected, and in University Life classes.
- Secure permanent funding for the social norming campaign to insure programmatic continuity over the next five to ten years.
- Develop an inventory of faculty and staff who are available to provide in-class discussions and lectures on alcohol and drug abuse and identify an office as a point of contact for those who wish to make use of these persons.

Goal #9: Work with the Greek community to improve rush and other member programs.

Action Plan

- Establish a new member seminar series entitled "Greek 101."
- Ensure that IFC-related fraternities implement the IFC two-year deferred-rush agreement, beginning fall 2001. Under this agreement, students who are sophomores or above will be able to go through recruitment at any time (fall or spring). Students who are freshmen must have completed 12 units at CSU, Chico in order to be eligible for recruitment.
- At the end of fall 2002 IFC and the Student Activities Office will assess this deferred rush policy.
- Continue to work with non-IFC-affiliated fraternities to encourage deferred rush throughout the Greek community.
- Encourage IFC to work with Recreation Sports to establish a new schedule for their intramural games with particular attention to holding games on Fridays evenings and Saturdays.
- To improve communication and rapport between IFC and the Chico Police Department and IFC through athletic contests.
- Cooperate with IFC in training chapter risk managers.

Goal #10: Schedule the use of facilities to provide students with sufficient study hours, especially on weekends.

Action Plan

- Assess current hours of such facilities as the Meriam Library, computer labs, and other library and study rooms in relation to actual and potential student demand.
- Identify likely costs and potential resources for these needs.

Goal #11: Develop a multifaceted approach to alcohol education for athletes that will include coaches, trainers, team physicians, and administrators working with CADEC and Judicial Affairs.

Action Plan

- Intercollegiate Athletics will consult with CCAA on alcohol-related issues.
- Intercollegiate Athletics will cooperate with CADEC and other campus units to develop and implement a prevention education program for athletes.

Goal #12: Provide additional recreation space, facilities, and programs.

Action Plan

- Seek funding to place lights on the football practice field to provide additional space and program support for recreational activities.
- Continue to seek the passage of a recreation center referendum.

Goal #13: Enforce university rules and regulations related to alcohol.

Action Plan

- Ensure that student groups are currently held to the rules and regulations outlined in the Student Organization Policy. This includes giving the Student Activities Office the authority to impose sanctions on the status of organizations found to be in violation of provisions contained in the policy. These sanctions may include probation (limited use of university resources during a trial period) or suspension (may not use university name or facilities, participate in campus events, nor conduct business on campus at any time).
- Ensure that individual students will be appropriately sanctioned for on-campus violation of the University Alcohol Policy.

Assessment

The university is committed to continually assessing the nature and extent of student alcohol abuse, factors contributing to the problem, and our progress in reducing such abuse. Through various surveys, documents, and records, we will continue and, where appropriate, expand assessment efforts related to the following:

- Patterns and trends of student alcohol use and abuse
- Consequences of alcohol abuse
- Alcohol-related beliefs and perceptions
- Protective behaviors reducing risks of alcohol abuse
- Environmental influences on campus and in the community
- Effectiveness of prevention programs

Such assessment efforts will be carried out by relevant campus units such as CADEC, the Office of Institutional Research, vice presidents' offices, and grant projects as well as by interested faculty and students who are engaged in relevant research activities.

Below is a report developed by the President's Advisory Committee and the Vice President for Student Affairs office on progress in implementing the above recommendations as of January 2003.

Progress in Implementing Prevention Plan: Summary of CSU, Chico's Alcohol Prevention Plan Activities January 2003

The following goals were developed for the University's Alcohol Prevention Plan. This plan was developed as a work in progress and with the understanding that change would occur as the university and Chico community work to address this important issue.

This report will take a snapshot view of the progress CSU, Chico has made to date in addressing the stated goals.

Goal 1: Develop and implement a communication plan for students, faculty, and staff addressing alcohol and safety issues.

- ---, along with --- and --- developed an Alcohol-Abuse Education Plan. This plan is intended to increase student's awareness of on-campus programs that combat alcohol abuse and promote healthy choices.
- Enhanced our social norming campaign by producing specific messages about over-perceptions of peer's drinking via Orion newspaper Ads, "Do You Know Campaign" posters, mouse pads, screen savers, and emails on Student Announcements.
- Placed university's alcohol plan on university's official web site with links to CADEC, CSU, Chico's Alcohol Policy and Programs.

Goal 2: Develop a class schedule that allows students to maximize progress toward a degree.

- Not implemented at this time.

Goal 3: Educate faculty and staff student group advisors regarding substance abuse issues.

- All university recognized student organizations are required to develop and adopt their own alcohol policies. Such policies should establish, at minimum, an affirmation of and adherence to state laws regarding the consumption, sale, and service of alcohol. Each year, the policy of every university recognized organization must be signed by its chief student officer.
- As a result of the afore mentioned, Student Activities Office has had the opportunity to engage in numerous discussions with advisors, deans, and department chairs on issues pertaining to role(s) of the advisor.
- College of Business faculty advisers discussed alcohol issues with their student organizations. College Dean met with student organization leaders.
- College of Engineering, Computer Science and Technology led a full effort to inform their students, advisers, and student organizations about drug and alcohol abuse, and its consequences.

Goal 4: Encourage faculty to play an active, constructive part in preventing student alcohol abuse.

- Health and Community Services Department developed a module on behavioral health risks for University 001 classes.
- New Faculty Orientation discussed brochure.
- Center for Learning and Teaching Conference offered 2 sessions by faculty and staff engaged in research on drug and alcohol issues.
- College of Humanity and Fine Arts provided alternatives to drinking and reviewed alcohol policies with their student groups.
- School of Nursing developed policies concerning alcohol and drug abuse.
- College of Agriculture requires faculty to engage students early in their course work.

Goal 5: Provide opportunities for faculty and staff to conduct research on drug and alcohol abuse and to present the results of their research.

- The "Wanna Know?" program has been launched via a U.S. Department of Education grant to survey students about their alcohol use and to increase the understanding of student drinking patterns. First year results are encouraging.
- CORE survey conducted Spring 2002 indicates encouraging results.
- College of Business and Natural Sciences have faculty involved in drug and alcohol abuse research and prevention efforts.

Goal 6: Develop additional programs and activities for first year students.

- CADEC, with University Housing, Psychological Counseling, and the Health Center, has increased the efforts to help first-year students adjust to college life via the First Year Survivor Series in the Residence Halls.
- A.S. increased the programming budget to \$40,000 (a 100% increase) to expand evening and weekend programming in the new BMU. As a result the quality of the evening and weekend programming has improved.
- Moved Scour and Devour clean-up program to Fall semester to engage 1st-time freshmen in a positive event.
- St. Patrick's Day Fun Run and Pancake Breakfast encourages first year students to participate in a positive activity.

Goal 7: Take steps to improve residential hall education, programming, and enforcement activities.

- A Residence Hall Alcohol Task Force was formed to review Housing's policies and procedures concerning enforcement, training of resident advisors, and consequences for alcohol policy violations.
- Creation of the Residence Community Coordinator has given more focus and consistency to the sanctioning process.
- An improved compensation package resulted in hiring junior and above students into RA positions. Increasing the age and experience of the residence advisors led to an increase in the documentation of policy violations.
- Integrate alcohol issues into the various components of the training program.

Goal 8: Inform students and parents about drug and alcohol abuse problems.

- CADEC has presented and distributed information on alcohol and drug abuse at Summer Orientation, Getting Connected, in University Life classes, and all CAT classes.
- CSU, Chico's Alcohol Policy and Program is located on the University's web page.
- Specific information on the Alcohol Policy is sent with the Housing Rental Agreement to ensure that students and parents are aware of the Alcohol Policy before signing their rental agreement.
- Individual letters and other information are sent to parents by the University informing them of the concern about alcohol use by young people and asking their help in getting the message to their children about making good choices.

Goal 9: Work with the Greek community to improve Rush and other member programs.

- Established a Greek Life Task Force to examine issues related to fraternities and sororities on campus.
- Deferred Rush for first-time freshman has continued for all IFC member chapters. A careful study is being conducted about the effectiveness continuation and/or expansion of deferred Rush to include all sororities.
- Increased the Greek Advisor's time base to .75%.
- Enhanced the quality of communication between fraternity leaders and the residence hall staff.

Goal 10: Schedule the use of facilities to provide students with sufficient study hours, especially on weekends.

- College of BSS reviewed their class scheduling.

Goal 11: Develop a multifaceted approach to alcohol education for athletes that will include coaches, trainers, team physicians, and administrators working with CADEC and Judicial Affairs.

- Conducted Alcohol Education seminar for all the 14 club sports teams.
- Recreational Sports requires each club sport to establish its own Alcohol policy and take part in Annual Alcohol Awareness Training.
- Athletic teams will be participants in a comprehensive on-line Alcohol Education Program Spring, 2003.

Goal 12: Provide additional recreation space, facilities, and programs.

- Continue to work on the development of a Recreation Center Referendum.

Goal 13: Enforce University Rules and Regulation related to alcohol.

- University Housing and Food Services conducted a review of its policies and procedures concerning Alcohol Policy Violations.
- All student groups were notified of the new requirement in order to obtain University recognition.
- The Greek organizations are reviewing the recommendation submitted by the Greek Life Task Force for implementation.

(For a description and assessment of a less-than-fruitful effort to enforce drug-free standards in the residence halls by implanting an undercover police officer, see Appendix B.)

Other Alcohol Prevention

Accomplishments To Date

- All University Recognized Student Organizations are required to develop and adopt their own Alcohol Policies.
- Recreational Sports requires each active Chico State Sport Club to establish its own Alcohol Policy and take part in annual Alcohol Awareness Training.
- The University established an Alcohol Abuse Prevention Plan, which sets objectives campus wide to improve the problems of Alcohol Abuse.

- Spring 2002 CORE survey results indicate a trend in the reduction of alcohol and drug use by CSU, Chico students.
- The "Did You Know" Social Marketing Campaign's use of newspaper ads, posters, mouse pads, screen savers, and email is in full operation and is indicating positive results.
- Office of Traffic Safety (OTS) Sober Initiative grant for \$50,000 was awarded to Student Affairs.
- IFC Greek Members have enacted new policies, including deferred Rush for 1st-time freshmen to restrict alcohol abuse.
- College of Business has stopped serving alcohol at its college functions.
- A community wide effort resulted in making Halloween 2002 a safer holiday experience.
- Associated Student increased their programming budget to \$40,000 (100% increase) to expand the evening and weekend programming in Student Union.
- Created the First Year Survivor Series for first-time freshmen living in residence halls to assist them in their adjustment to college life.
- The campus is moving toward implementing a fee for a class for student violators of the University Alcohol and Drug Policies.